ED COMMITTEE #2 January 28, 2008 **Update**

MEMORANDUM

January 24, 2008

TO: Education Committee

FROM: Vivian Yao, Legislative Analyst My

SUBJECT: Update – Middle School Reform Initiative

Today the Education Committee will receive an update on the Middle School Reform Initiative in Montgomery County Public Schools (MCPS). Linda Ferrell, Director, Middle School Instruction, MCPS, will present to the Committee and answer questions.

The Superintendent has recommended funds for the second year of this three-year initiative in the FY09 operating budget. The Board of Education is currently reviewing the Superintendent's recommendation, and is scheduled to make its final operating budget decisions on February 5. The Board then will transmit its FY09 budget to the County Executive and the County Council by March 1.

The purpose of today's worksession is to hear an overview of this major MCPS initiative. Although the initiative is in its first six months of implementation, the worksession will give the Committee an opportunity to consider how the efforts to date and the Superintendent's recommended FY09 budget are consistent with goals outlined in the three year plan presented to the Committee last year. The Committee will also have the opportunity to identify issues and information that it may want to discuss during upcoming budget worksessions once the Board's FY09 budget is finalized.

OVERVIEW

In a memorandum to the Board of Education in January of 2007 (©12-18), Superintendent Jerry Weast explained that the Middle School Reform Plan is a comprehensive reform effort intended to raise student performance, close the achievement gap, and increase the level of academic rigor in middle schools. The initiative is organized around six goals: Leadership; Curriculum, Instruction, and Assessment; Extended Learning Opportunities; Organizational Structures; Human Resources; and Parent and Community Engagement. The Implementation Section of the

The three-year reform initiative is scheduled to reach all 38 middle schools. The current fiscal year, the first year of implementation, targets five schools: Benjamin Banneker, Roberto Clemente, Montgomery Village, Sligo, and Earle B. Wood middle schools. The Superintendent's FY09 budget includes funding to expand the initiative to nine new schools that have yet to be selected. The MCPS presentation at ©6 indicates the selection process will begin on February 8, 2008 with the submission of letters of interest.

IMPLEMENTATION

Implementation of the Middle School Reform Initiative is in its beginning stages. Council staff expects the MCPS presentation to focus on Phase I activities during the first 90 days of implementation. The Committee may want to discuss to what extent actions described in the Implementation Plan for Phase I (©19-25) still need to be implemented and whether they are on schedule to be completed during FY2008.

BUDGET

During the Committee's FY08 budget discussions last spring, MCPS provided a complete budget covering the three years of the phase-in plan, 2008-2010 (©26-30). The project was projected to cost \$18.2 million over the three years, with \$8.2 million coming from realignment of existing resources and \$10 million needed in new resources.

The Superintendent's FY09 recommendation is very close to the original projection for additional resources in FY09 --\$2,988,126 instead of \$3,015,299. The Superintendent's recommended amount for realigned resources, on the other hand, is \$1 million more than the previously projected amount --\$3.6 million instead of \$2.6 million.

The chart below shows the projected and recommended budgets for additional resources for each goal, as well as the difference between the two amounts. The preponderance of the funds support (1) staffing efforts including content specialists and grade level team under Goal 1, Leadership and (2) time for training and collaboration among cohorts of teachers and support professionals under Goal 4, Organizational Structures.

Goal	Projected FY09	Sup Rec FY09 Operating	Change
1. Leadership	1,914,705	1,416,625	498,080
2. Curriculum, Instruction &	89,175	88,700	475
Assessment			
3. Extended Learning Opportunities	139,897	163,435	(23,538)
4. Organizational Structures	861,840	1,292,863	(431,023)
5. Human Resources			
6. Parent & Community	9,683	26,503	(16,820)
Engagement/Communication			
	3,015,300	2,988,126	27,174
TOTAL			<u> </u>

In addition, the budget for the Office of Organization Development includes \$1,104,295 related to middle school reform that is not included in the above total. This amount is for leadership team development and expansion of training capacity through the Professional Learning Communities Institute.

The Committee may want additional information relating to the following issues:

- Changes in Projected Costs -- What accounts for the significant differences in projected and recommended budgets for additional resources for Goal 1, Leadership, and Goal 4, Organizational Structures?
- Realigned Resources -- The recommended \$3.6 million in realigned resources for middle school reform is \$1 million more than what was projected. How does this realignment change how MCPS delivers its programming at middle schools? What is gained and lost as a result of this realignment?

OUTCOMES

The MCPS presentation at ©5 describes evaluation activities to be performed in Phase I, and the Middle School Reform Plan (©25) highlights the goals of the evaluation plan. The Committee may want to ask for more specific information about the evaluation plan including specific short and long term measurements. For example, the student and district performance targets identified in the MCPS Strategic Plan Our Call to Action are attached on ©31-38. Does MCPS anticipate that the reform initiative will affect performance in all middle school performance benchmarks? Will other benchmarks be developed specifically to assess this reform initiative?

OTHER MIDDLE SCHOOL BUDGET INITIATIVES

The Superintendent's Recommended FY09 Operating Budget Summary at ©8-11 describes additional initiatives at the middle school level described below. Although these initiatives are not specifically part of the three-year Middle School Reform Plan,

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they are related to the comprehensive efforts to improve middle schools and have significant cost implications. The Committee may want to discuss the impact of these resources on the success of the middle school reform proposal. Some of these are:

- Middle School Magnet Consortium (MSMC) (\$1,222,934): Continues the magnet programs at Argyle, Loiederman, and Parkland Middle Schools previously supported by a three-year federal grant that ends in FY2008.
- Expansion of MSMC to Other Middle Schools (\$744,871): Expand innovative pathways programs for accelerated instruction originated as part of the MSMC into all middle school reform schools.
- Hours-Based Staffing for Special Education at 3 Additional Middle Schools (\$923,102): Expand hours-based staffing to three additional middle schools to help special education students meet achievement expectations, for a total of 16 middle schools with hours-based staffing.

The packet contains the following attachments:

	Circle #
MCPS Middle School Reform Update	1-7
Excerpts from the Superintendent's Recommended FY09 Operating Budget Summary	8-11
January 9, 2007 Memorandum from Superintendent to Board of Education	12-18
Implementation Section of the Middle School Reform Report	19-25
Middle School Reform Budget Item Projections Through FY2010	26-30
Performance Target Excerpts of MCPS Strategic Plan Our Call to Action	31-38

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Middle School Reform Update

County Council
Education Committee
January 28, 2008

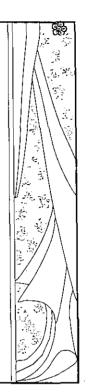


- Goal 2: Engage all students in effective and differentiated instructional practices using a rigorous, standards based curriculum and challenging assessments.
- ☑ Goal 3: Provide extended learning opportunities that engage and motivate students to achieve at higher levels.



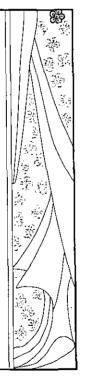
Six Goals of Middle School Reform

- Goal 4: Implement organizational structures that maximize time for teaching and learning, cultivate positive relationships, and promote increased student achievement.
- Goal 5: Ensure that middle school staff has the knowledge, skill, and content expertise to meet the learning and developmental needs of middle school students.
- Goal 6: Engage parents and the community as partners to promote school and student success.



Phase I Schools

- Benjamin Banneker MS
- **Roberto Clemente MS**
- Montgomery Village MS
- Earle B. Wood MS
- Sligo MS



What do students need to prepare for the 21st Century?

- **■** Use technology
- **■** Communicate effectively
- Work in teams
- **Solve complex problems** ■
- **■** Connect learning across disciplines
- Think strategically
- Mac Apply knowledge to real-life situations

Summer 2007

- M Phase I Leadership Team
 - Maddlescent Learner
 - Rigorous Instruction
 - Collaborative Planning Process
 - Professional Learning Communities
 Institute
- Mall Middle Schools
 - Adolescent Learner
 - Rigorous Instruction

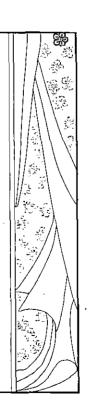


Summer 2007

- **Phase I Teachers**
 - Mathematics and literacy training
 - ☑ New elective courses
 - Information Communication Technologies
 - Arts Investigations

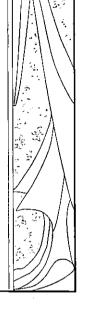


- 21st Century Classrooms Technology
 - 5 Phase I schools
 - **8 Technology Modernization schools**
 - Parkland Magnet School
- **Performance Matters Technology Tool**
 - **12 schools**
- ☐ Lights, Camera, Literacy! Summer Course



Middle School Reform... The First 90 Days

A Principal's Perspective:
Mr. Shawn Joseph,
Roberto Clemente
Middle School



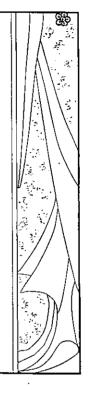
Evaluation of Phase I

- ☑ Implementation Evaluation conducted by the MCPS Department of Shared Accountability
- ☑ September Present: School visits
- ☑ December 2007 January: Observations of Phase I classrooms and interviews of Phase I staffs
- Spring 2008: Observations and surveys of school-based staff, students, and parents
- Evaluation briefs or memoranda will summarize findings



Phase II Middle School Reform

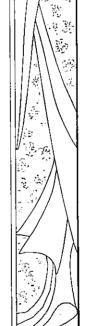
- Mine schools
- **Submit letters of interests by** February 8, 2008
- Selection committee meets on February 27, 2008



Middle School Reform Initiative
FY 2009 Budget Request

☐ Leadership	1,416,625
☐ Curriculum, Instruction & Assessment	88,700
■ Extended Learning Opportunities	163,435
Organizational Structures	1,292,863
Human Resources	
Parent & Community Engagement/	26,503
Communication	

Total: \$2,988,126





Questions

FY 2009 OPERATING BUDGET INITIATIVES

•		
ITEM	FTE	AMOUNT
Elementary Schools:		<u> </u>
Count LRE A Special Education Students in General Education		
Enrollment at the Elementary School Level	10.00	602,187
Lunch Hour Aides	16.00	432,008
Elementary Assistant Principals	10.00	1,078,880
Increase Number of Focus Schools	6.25	573,789
Guidance Counselors	6.00	529,092
Subtotal	48.25	\$ 3,215,956
Middle Schools:		
	1.75	
Middle School Magnet Consortium	14.75	1,222,934
Middle School Reform - Expand to 9 Additional Schools	23.40	2,988,126
Expansion of MSMC Courses to Other Middle Schools	1.00	744,871
Hours-Based Staffing for Special Education at 3 Additional Middle Schools	17.75	923,102
Subtotal	56.90	\$ 5,879,033
High Schools:	j .	
Support for ESOL Students with Interrupted Education	2.60	163,711
Poolesville HS-Whole School Magnet & Extended Day - Phase in Grade 11	2.00	120,960
IB Diploma Progam at Kennedy & Seneca Valley High Schools	 	79,310
	2.60	\$ 363,981
Other:		
Positive Beh.Interventions & Supports (PBIS) - Expand to 15 more schools	·	173,862
Parent Community Coordinators	6.00	444,491
Professional Learning Communities Institute	1.00	88,183
Subtotal	7.00	\$ 706,536
	,.00	* 700,030
TOTAL	温温上114.75	\$10,165,506

Montgomery County Public Schools

FY 2009 OPERATING BUDGET

Middle School Reform

The FY 2009 Operating Budget includes expansion of the middle school reform initiative that began in FY 2008. In FY 2009, nine additional schools still to be identified will be added to the reform initiative, in addition to the five schools included in phase I (Benjamin Banneker, Roberto Clemente, Montgomery Village, Sligo, and Earle B. Wood middle schools). These nine schools will receive the same reform components as the original schools. The total cost of the reform initiative is \$2,988,126 for the nine new schools. An additional \$1,222,934 is required to continue programs in the Middle School Magnet Consortium, the three-year federal grant that will terminate in FY 2008 and needs to continue with local funding in FY 2009. In addition, \$744,871 is required to expand offerings in the Middle School Magnet Consortium to other middle schools.

Background

The No Child Left Behind Act and state laws have increased accountability for student performance in middle schools.

- In 2007, 11 of the 38 middle schools (29 percent) did not make Adequate Yearly Progress (AYP). Although this is an improvement from 2006, when 55 percent failed to make AYP, significant improvement is required in middle schools.
- In 2007, of the 16 middle schools identified for school improvement status, 9 made AYP and will exit school improvement status if they continue progress in 2008.
- The MCPS strategic plan Our Call to Action: Pursuit of Excellence, identified the needed steps to improve rigor and student achievement in middle school for all students.
- Middle schools have benefited from extended-day/extended-year programs in all
 middle schools and from new reading assessments and reading interventions.
 However, staff has lacked sufficient capacity to develop a comprehensive strategy
 to engage students in the middle years.

Reform Elements

The Middle School Reform Initiative has the goal of developing staff capacity to engage students creatively in the learning process to improve student achievement for all students. The strategy includes the following elements:

- Leadership and Professional Development
- Curriculum, Instruction, and Assessment
- Extended Learning Opportunities
- Technology



- Organizational Structure
- Human Resources
- Parent and Community Engagement

As with the successful Early Success Performance Plan, success in the middle school reform initiative depends on the combination of all these elements targeted to improve student achievement.

Continued Initiatives

The nine new schools will receive a total of 23.4 new positions and a total amount of \$2,988,126. There also are 34.2 positions realigned within middle schools for a total of 57.6 positions and \$7.3 million to support the reform initiatives. Components of the middle school reform initiative include the following:

- Curriculum development and staff development of leadership teams through the Professional Learning Communities Institute is included in the budget of the Office of Organizational Development (OOD) at a cost of \$1,016,112 and is not included in the above totals. The OOD budget also includes an initiative to expand the PLCI by a 1.0 instructional specialist position at a cost of \$88,183 to expand training capacity to include all the new middle schools in the reform program.
- Addition of 7.2 literacy coaches (\$488,425)
- Addition of 5.4 math content specialists (\$336,722)
- Realignment of 9.0 other content specialists (\$1,007,920)
- Addition of 9.0 grade level team leaders (\$591,478) and realignment of 3.6 other positions as grade level team leaders
- Additional time for training and collaboration among cohorts of teachers and support professionals (\$1,292,863), which is required to begin the initiative, but is not a permanent feature of the plan
- Materials for curriculum development and reading interventions (\$88,700)
- Study Circles training for parent involvement (\$26,503)
- Extended learning opportunities coordination, including 1.8 positions (\$107,318)
- Transportation costs for extended-day programs (\$56,117)

Middle School Magnet Consortium

The Middle School Magnet Consortium (MSMC) initiative totals \$1,222,934, including 14.75 positions. MCPS received a major three-year federal grant totaling \$7.2 million to launch the consortium, including innovative school themes. The MSMC includes Argyle Middle School (Information Technology), Parkland Middle School (Aerospace Technology), and A. Mario Loiederman Middle School (Creative and Performing Arts). Initial evaluation data shows significant improvement in student achievement and a high degree of satisfaction at each of the schools. Successful elements of the MSMC program will be expanded to other middle schools as part of middle school reform. Although the grant ends in FY 2008, additional federal funds have been requested. If these funds are



not received, certain elements of the program can continue at the three schools in FY 2009.

- The initiative includes continuation of 3.0 magnet coordinator positions to support the theme programs and provide curriculum and other instructional leadership support at each school and a 0.25 secretary for administrative support at a total cost of \$522,934.
- The initiative also includes 11.5 teacher positions at a cost of \$700,000 to allow
 the continuation of teachers being scheduled to teach five out of eight periods
 which provides additional time for training and cohort collaboration. This
 component is dependent on additional federal funding and will not be a permanent
 feature of the program.
- Transportation for students already in the program from the three adjacent clusters will continue, but new students who elect the consortium program will provide their own transportation from outside the attendance zones of the three consortium schools.

Expansion of MSMC Magnet to Other Middle Schools

Addition of a 1.0 coordinator (\$144,871) and \$600,000 to expand the innovative pathways programs for accelerated instruction originated as part of the Middle School Magnet Consortium into all middle school reform schools. This will include additional instructional technology resources and other improvements.

Other Middle School Improvements

In addition to the middle school reform initiative and the middle school magnet consortium, the FY 2009 operating budget includes other initiatives that will benefit middle schools:

- Hours-based Staffing for Special Education Expansion of hours-based staffing to three additional middle schools facing a challenge to help special education students meet achievement expectations, for a total of 16 middle schools with hours-based staffing
- Positive Behavioral and Instructional Supports (PBIS) Support for the stateoperated training program to improve student behavior and achievement, which will include new middle schools
- Parent Community Coordinators The addition of 6.0 parent community coordinators will benefit additional middle schools.

Office of the Superintendent of Schools MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland

January 9, 2007

MEMORANDUM

To:

Members of the Board of Education

From:

Jerry D. Weast, Superintendent of Schools

Subject:

Report on Middle School Reform

Executive Summary

The Montgomery County Public Schools is committed to providing an outstanding education for every middle school student. In an information-rich, technology-driven society, this will mean that middle schools must be prepared to use the same 21st century tools in the classrooms that students are using in their everyday lives. Schools must look beyond state expectations and standards and prepare students to compete and succeed in a global economy.

Our schools must ensure that students have the skills to succeed in a global marketplace. They must be able to work in teams, solve complex problems, know more than one language, interpret information, communicate effectively, connect learning across disciplines, think strategically, and apply knowledge to real-life situations. Students are already using some of these skills beyond the schoolhouse. They compose music with their friends and integrate the music into videos they produce. They are creating virtual businesses, cities, and governments. They are creating Web sites that include animation and digital photography. Students are connecting with people around the world through instant messaging, blogging, text messaging, and video conferencing. As both consumers and producers of news, information, and entertainment, these students have become the supreme multitaskers in a digital age.

As a school system we must bring what we teach and how we teach into the 21st century. Curricula and instructional practices must match the skills and interests of the students. In order to achieve success, MCPS must ensure that every middle school student is held to the highest academic standards, engaged in rigorous and relevant learning, and taught by caring and highly skilled teachers.

Time is of the essence for the work that must be done to improve middle school education. There are 30,000 students sitting in our classrooms today with another 10,000 poised to enter middle school next year. As a result of the elementary reforms, record numbers of students are entering middle school with higher level math and reading skills. At the high school level, unprecedented numbers of

students are taking Advanced Placement and International Baccalaureate courses and outperforming students in the nation on these exams. By implementing middle school reform, the bridge between elementary school and high school will be strengthened. At the heart of this reform is the promise to provide every middle school student with a high quality education and a commitment to close the achievement gap.

The middle school reform plan was developed by a broad-based group of educators, parents, and community members, as well as representatives of the employee associations. This report describes the reform process and identifies the goals, recommended actions, and implementation plan.

Background

In 1999, the Montgomery County Public Schools (MCPS) launched a comprehensive plan of systemwide reform to ensure that students are successful in the 21st century. The strategic plan, Our Call to Action: Pursuit of Excellence, began with improvements to elementary and high schools. Students at those levels are now posting unparalleled gains in achievement. As a result of the improvements at the elementary level, record numbers of students are entering middle school with mathematics and reading skills that are higher than ever before. At the high school level, expectations have been raised resulting in unprecedented numbers of students taking Advanced Placement and International Baccalaureate courses. Performance on these exams by all groups of MCPS students outpaces the nation. We have implemented some important initiatives in middle schools; however, we have not had the organizational capacity to launch a comprehensive, reform effort aimed specifically at the middle school level. It is now time to focus on middle school reform to ensure a seamless high quality K-12 educational experience for all students.

Reform Process

The development of the middle school reform efforts involved a coordinated approach guided by the school system's strategic plan, middle school policy, an external program review of middle schools, and ongoing work done by school leaders in collaboration with Harvard University. The reform effort began with a careful review of middle schools. In 2004, MCPS contracted with an external research firm, MGT of America, Inc. (MGT), to conduct a comprehensive middle school program review. The Middle School Program Review Report was presented to the Board of Education in March 2005. Simultaneous to the program review, MCPS school leaders engaged in a three-year process as part of the Public Education Leadership Project at Harvard University Graduate School of Education and Harvard Business School to look at achievement gap data and to determine if the progress made in the elementary reform could be sustained as students transitioned to middle school.

In August 2005, a multi-stakeholder Middle School Reform Steering Committee was formed under the leadership of Mr. Larry A. Bowers, chief operating officer; Dr. Frieda K. Lacey, deputy superintendent of schools; and Mr. John Q. Porter, deputy superintendent for information and organizational systems, to guide the reform process and oversee the development of recommendations. The charge of the Steering Committee was to develop a comprehensive plan to produce a rigorous and challenging middle school education program that improves teaching and

learning, promotes continuous improvement in all middle schools, and ensures that all students are prepared for rigorous high school standards, with a particular focus on addressing the achievement gap of African American and Hispanic students, English language learners, students with disabilities, and students impacted by poverty.

In October 2006, the Steering Committee convened project teams comprised of more than 160 staff members, parents, employee association representatives, and community members in the development of the middle school reform plan. Student input, as well as other stakeholder input, was solicited and obtained through community forums, focus groups, and print and web surveys.

The project teams were organized under seven reform elements—Leadership and Professional Development; Curriculum, Instruction, and Assessment; Extended Learning Opportunities; Technology; Organizational Structure; Human Resources; and Parent and Community Engagement/Communication. The project teams were given specific tasks associated with their respective reform element and charged with developing draft recommendations based on scientifically-based research practices, benchmark exemplary models, and relevant data. These draft recommendations were prioritized by the project team co-chairpersons and the Steering Committee based on the reform charge and incorporated in the comprehensive plan for middle school reform.

The Board of Education conducted a review and revision of Policy IEB, Middle School Education, to accommodate the latest findings in research on middle level education. The middle school policy was revised concurrently with the development of the reform plan and input from the middle school project teams was instrumental in the revision process. Each project team was required to document the implications of the research and other findings on the revision of Policy IEB, Middle School Education. The Steering Committee served as the work group for revising the policy and representative staff provided updates to the Board of Education Policy Committee.

Throughout the reform process, MCPS conducted several community forums to gather input on middle school education and to solicit feedback from its stakeholders on goals, strategies, and recommended actions. Another critical resource was an examination of components of the Middle School Magnet Consortium such as accelerated curriculum, interest-based course offerings, collaborative planning and on-site professional development, and engaging instructional practices. After carefully examining the data, reviewing the reports from the seven project teams, and considering the extensive stakeholder feedback, the Steering Committee synthesized their findings into six goals that would move the school system forward in achieving sustained success for every middle school student.

Reform Goals and Recommended Actions

Based on the national research and the extensive work of the project teams, Middle School Reform must address four key areas in order to meet the academic and developmental needs of our students—

Collaborative and high quality leadership

- Teachers with strong content knowledge and teaching expertise
- Rigorous and challenging curriculum, instruction and assessments that require students to make connections across disciplines and apply information to real life
- Strong parent and community engagement

These four key areas are clearly reflected in the six goals and recommended actions of the Middle School Reform plan. In addition to these areas, the plan incorporates other critical elements such as professional development, technology, and supports for students. Expectations for academic excellence at the highest level, with appropriate supports, is the common thread that is woven through each of the six goals.

The six goals and key recommended actions that will effect change in middle school education are listed below.

Goal 1: Ensure effective leadership that promotes shared ownership for student and staff success and establishes a culture of high expectations.

- Implement a comprehensive professional development plan for middle school leaders
- Establish a new internship model for aspiring middle school principals to develop leadership skills specific to middle school
- Restructure the roles and responsibilities of resource teachers and team leaders
- Create new mathematics and literacy content specialist positions

Goal 2: Engage all students in effective and differentiated instructional practices using a rigorous, standards-based curriculum and challenging assessments.

- Align mathematics and English curricula with The College Board standards and use formative and benchmark assessments
- Identify explicit accelerated pathways within the middle school curriculum areas
- Implement a comprehensive professional development plan for middle school instructional staff on topics such as differentiation, rigor, technology, and using data to drive instruction
- Offer rigorous electives in the arts and technology using the courses from the Middle School Magnet Consortium as a model

Utilize innovative classroom technology in selected content area classes to actively engage students in instruction

Goal 3: Provide extended learning opportunities that engage and motivate students to achieve at higher levels.

 Redesign after school and summer programs and incorporate the use of innovative technology and hands-on activities that actively engage students

Goal 4: Implement organizational structures that maximize time for teaching and learning, cultivate positive relationships, and promote increased student achievement.

- Provide hours-based staffing allocation to support the inclusion of special education students in general education classes
- Increase counselor allocation to support student success
- Allocate an additional 75 hours per week to schools for professional development and collaborative planning
- Establish systemwide criteria for selecting a school schedule
- Implement the Honors/Advanced Placement Potential Identification Tool (HAPIT) to increase enrollment of African American and Hispanic students in advanced level classes

Goal 5: Ensure that middle school staff has the knowledge, skill, and content expertise to meet the learning and developmental needs of middle school students.

- Recruit, hire, and retain staff for middle schools who are highly skilled in meeting the needs of
 middle school students and who reflect the diversity of the MCPS community
- Train all staff members who hire middle school personnel to match potential candidates to the needs of middle school students

Goal 6: Engage parents and the community as partners to promote school and student success.

- Implement the Study Circles program to build staff-parent-student relationships and develop action plans for addressing racial and ethnic barriers
- Develop a tool kit for school staff that includes resources, best practices, and strategies for
 effective two-way communication and parent and community engagement

 Create a Parent Academy in collaboration with parents and community partners to help parents access school and community resources and enhance skills to support student learning

Implementation Plan

Phase I: School Year 2007-2008

The middle school reform process is a multi-year initiative that will be phased in over a three-year period. During the 2007–2008 school year, five middle schools will implement the key selected recommended actions. The other 33 middle schools will implement selected recommended actions. Throughout the year, the Phase I schools will meet and report on the progress of the implementation. MCPS will monitor the implementation of the reform plan to determine if modifications are needed prior to the anticipated expansion to Phase II.

The five Phase I schools will be selected using an application process that is open to all 38 middle schools. All middle school principals received information to share with their school communities and sought their input in the decision to apply as a prospective Phase I school. Principals of prospective Phase I schools will submit a letter of interest and complete an application, which will be reviewed by a subcommittee of the Steering Committee. It is anticipated that the five schools will be identified and notified by February 2007.

Phase II: School Year 2008-2009

During the 2008–2009 school year, the initiatives implemented in Phase I will be expanded to additional schools. The number of schools identified will be contingent on the approval of the MCPS FY 2009 budget and the evaluation of the Phase I initiatives. The middle school principal internship program will be initiated during Phase II.

Full Implementation: School Year 2009-2010

During the phase-in process MCPS will determine which components of the reform plan will be implemented in all schools and which schools will receive additional resources, based on student needs. This process is similar to the one used to implement the *Early Success Performance Plan*.

Action Plan

A detailed action plan to implement the recommendations will be collaboratively developed by staff and shared with stakeholders. The plan will outline professional development for leaders and instructional staff, curriculum and instructional program development, systemwide processes and guidelines, and school and parent resources. Development of the action plan will begin in January 2007.

Budget

The Middle School Reform is a three-year, \$10 million effort. In addition, staff has identified \$8.2 million of existing resources to be realigned to support the funding of the initiative over the next three years. A detailed budget for the multi-year initiative is provided in Attachment 3 of the report. The proposed budget for FY 2008 is approximately \$2.5 million, which reflects the additional resources needed to fund Phase I of the reform. Funding needed for FY 2009 and FY 2010 are \$3.1 million and \$4.8 million, respectively.

Evaluation Plan

The Middle School Reform plan is designed to raise student performance, close the achievement gap, and increase the level of academic rigor in middle schools. An advisory group will be established in January 2007 to develop the evaluation plan and timeline.

Conclusion

The plan to improve middle school education in MCPS has involved many people who are critical to the success of Middle School Reform. There are over 30,000 students who attend our middle schools every day. Each student deserves to attend a high-performing middle school where there are expectations to achieve at high levels and meet rigorous academic standards. Students must be actively engaged in relevant instruction where they can apply sophisticated skills to real-world problems and where they can use technology that captures their interests and enables them to communicate and participate in a global community. As we implement Middle School Reform, we will provide every middle school with strong instructional leaders, curriculum and assessments that meet rigorous standards, and teachers who are content experts, capable of engaging students, while preparing them for high school, post-secondary education, the workforce, and beyond.

At the table for today's discussion are Mr. Erick Lang, acting associate superintendent, Office of Curriculum and Instructional Programs; Mrs. Linda Ferrell, acting director, Middle School Instruction and Achievement; Mrs. Lancellotti Dempsey, principal, Shady Grove Middle School; and Mr. Brian Betts, magnet coordinator, A. Mario Loiederman Middle School Magnet for the Creative and Performing Arts.

JDW:rlj

Attachment

SECTION IV IMPLEMENTATION PLAN

The middle school reform is a multi-year initiative phased in over a three years. During the 2007–2008 school year, five schools will participate in Phase I of the reform. Phase I schools will be identified through an application process. Those schools applying for participation in the Phase I process are expected to involve stakeholders in the decision to apply and are required to make a commitment to fulfill the expectations and responsibilities of Phase I schools. The phase-in process will enable MCPS to monitor the implementation of these action steps, determine their effectiveness, make any necessary adjustments, and ensure that the initiatives effect sustainable improvements in student performance before expanding to other schools. Simultaneously, other recommended actions have been identified for implementation across all middle schools. This section describes the plan for implementing the initiatives over the next three years, the selection process for Phase I schools, the Middle School Reform Budget, the action plan, and the evaluation plan.

Phase I: 2007-2008 School Year

During the 2007-2008 school year, the following recommended actions will commence in the Phase I schools:

Goal 1: Ensure effective leadership that promotes shared ownership for student and staff success and establishes a culture of high expectations.

- Implement a comprehensive professional development plan for middle school leaders through the Professional Learning Communities Institute
- Restructure the roles and responsibilities of resource teachers and team leaders
- Create new mathematics and literacy content specialist positions

Goal 2: Engage all students in effective and differentiated instructional practices using a rigorous, standards-based curriculum and challenging assessments.

- Offer rigorous elective courses in the arts and technology using courses from the Middle School Magnet Consortium as a model
- Offer additional high school courses (e.g., computer technology, Grade 6 foreign language, and other courses as appropriate)
- Utilize innovative classroom technology in selected content area classes to actively engage students in instruction
- Expand intervention programs for students who are not meeting academic standards

• Integrate study skills including time management, organizational skills, test-taking strategies, and note taking skills into the instructional program

Goal 3: Provide extended learning opportunities that engage and motivate students to achieve at higher levels.

- Redesign after-school and summer programs to increase reading, writing and mathematics skills, provide enrichment and acceleration, use hands-on and authentic learning and promote critical thinking
- Increase student enrollment and participation in after-school and summer programs by strengthening the recruitment of staff and students using a coordinator
- Expand transportation to increase student participation in after school programs by decreasing the students' commute time

Goal 4: Implement organizational structures that maximize time for teaching and learning, cultivate positive relationships and promote increased student achievement.

- Provide hours-based staffing allocations to support the inclusion of special education students in general education classes
- Schedule ESOL students according to the middle school ESOL instructional pathways
- Provide funds to schools to create time for team planning and professional development

Goal 5: Ensure that middle school staff that has the knowledge, skills, and content expertise to meet the learning and developmental needs of middle school students.

• All strategies and action steps under this goal area will be implemented in all middle schools.

Goal 6: Engage parents and the community as partners to promote school and student success.

• Implement Study Circles and provide support to school leadership teams to integrate action steps in the school improvement plan

All Middle Schools: 2007-2008 School Year

The following recommended actions will commence in all middle schools during the 2007–2008 school year.

Goal 1: Ensure effective leadership that promotes shared ownership for student and staff success and establishes a culture of high expectations.

- Provide school leadership teams with the opportunity to participate in the School Leadership Team Institute
- Establish a new internship model for aspiring middle school principals to develop leadership skills specific to middle school
- Continue the implementation of the Baldrige school improvement process

Goal 2: Engage all students in effective and differentiated instructional practices using a rigorous, standards-based curriculum and challenging assessments.

- Begin alignment of mathematics and English curriculum with the new College Board Standards for College Success
- Continue to develop and use formative and benchmark assessments
- Identify explicit accelerated pathways within the middle school curriculum guides, and establish expectations for instruction
- Offer opportunities for acceleration and enrichment to all students
- Implement a comprehensive professional development plan for middle school instructional staff on topics such as differentiation, rigor, technology, using data to drive instruction, and equitable classroom practices
- Ensure all middle school students, especially those who are underrepresented in advanced-level technology courses, experience rigorous and relevant technology instruction

Goal 3: Provide extended learning opportunities that engage and motivate students to achieve at higher levels.

- Create a central data monitoring system to collect and analyze student data to determine the impact of extended learning opportunities program and monitor its effectiveness
- Implement processes to monitor student participation, academic progress, and the effectiveness of the extended learning opportunities program

Goal 4: Implement organizational structures that maximize time for teaching and learning, cultivate positive relationships, and promote increased student achievement.

Increase counselor allocation

- Provide a 7-hour instructional data assistant
- Establish a systemwide criteria for selecting a school schedule
- Develop a systemwide K-12 vertical articulation processes
- For schools whose schedules include advisory periods, provide guidelines for effective implementation and evaluation processes
- Implement the Honors/Advanced Placement Potential Identification Tool to increase enrollment of African American and Hispanic students in advanced-level classes

Goal 5: Ensure that middle school staff has the knowledge, skills, and content expertise to meet the learning and developmental needs of middle school students.

- Recruit, hire, and retain staff who are highly skilled in meeting the needs of middle school students and who reflect the diversity of the MCPS community
- Train all staff members who hire middle school personnel to match potential candidates to the needs of middle school students

Goal 6: Engage parents and the community as partners to promote school and student success.

- Provide support and assistance to schools to ensure that the six National Standards for Parent/Family Involvement Programs are implemented
- Develop a tool kit for schools that includes resources, best practices, and strategies for effective two-way communication and parent and community engagement
- Provide multimedia resources to parents in various languages that include information on the school system
- Implement training for central office and school-based parent outreach staff on key topics (e.g., High School Assessments, graduation requirements, the special education process, grading and reporting, advanced level courses, extended learning opportunities, etc.)
- Create a Parent Academy in collaboration with parents and community partners to help parents access school and community resources and enhance their skills to support student learning
- Develop a training plan on cross-cultural communication that builds on the school system's efforts to increase cultural competence among staff

Selection Process

Phase I of the Middle School Reform Plan will begin with five schools during the 2007-2008 school year. Schools will be selected through an application process, which includes the following:

- The principal of a prospective Phase I school will review the criteria and expectations of participating schools with school and community stakeholders
- The principal is expected to determine the school's need, readiness, and commitment to participate in collaboration with school improvement team members and school staff
- The principal will submit a letter of interest that details the need, readiness, and commitment to participate as a Phase I school
- Letters of interest are due on or before February 9, 2007, and should be submitted to Mrs. Linda Ferrell, Office of Curriculum and Instructional Programs, CESC, Room 251, with copies to the appropriate community superintendent
- A committee will select the Phase I schools. The committee will include members of the
 executive staff and the presidents of the three employee organizations
- Principals will receive written notification of the decision by February 23, 2007

Expectations and Characteristics of Phase I Schools

The schools selected to participate in Phase I must make a commitment to implement all components of the reform plan and fulfill the following expectations:

- Participate in the Professional Learning Communities Institute
- Commit to address racial and ethnic barriers to student achievement and parental engagement
- Participate in comprehensive professional development
- Use the Baldrige-guided School Improvement Plan process
- Implement new leadership structures
- Participate in collaborative planning sessions
- Complete processes for selecting school schedule
- Offer accelerated curriculum and rigorous elective courses
- Ensure students are enrolled in an elective class
- Implement the Extended Learning Opportunities programs
- Implement strategies for improving parent/community engagement and communication
- Participate in regularly scheduled meetings to discuss the strengths and challenges of the reform plan
- Serve as case study schools for future implementation

In addition to fulfilling the above expectations, the selection committee will review each applicant to ensure the prospective participants reflect the following:

- Schools that have met and schools who have not met Adequate Yearly Progress (AYP)
- Schools serving diverse students populations including African Americans and Hispanics, students receiving special education and ESOL services, and students receiving Free and Reduced-priced Meals
- Schools located in different geographical areas across Montgomery County
- Schools reflecting the schedule options of a seven-period day or a block/modified block schedule
- Schools that implement flexible grouping practices

Phase II: 2008-2009 School Year

During the 2008–2009 school year, the initiatives implemented in Phase I will be expanded to additional schools. The number of schools identified will be contingent on the approval of the MCPS FY 2009 budget and the evaluation of the Phase I initiatives. The middle school principal internship program will be initiated during Phase II.

Full Implementation 2009-2010 School Year

During the phase-in process, MCPS will determine which components of the reform plan will be implemented in all schools and which schools will receive additional resources, based on student needs. This process is similar to the one used to implement the *Early Success Performance Plan*.

Middle School Reform Action Plan

A detailed action plan will be collaboratively developed by staff to implement the recommendations. The action plan will outline professional development for leaders and instructional staff, curriculum and instructional program development, systemwide processes and guidelines, and school and parent resources. Development of the action plan will begin in January 2007. Project managers from MCPS offices will be identified to coordinate and monitor the development and implementation of the action plan.

Budget

The Middle School Reform is a three-year \$10 million reform effort. In addition, staff has identified \$8.2 million of existing resources to be realigned to support the funding of the plan over the next three years. A detailed budget for the multi-year initiative is provided in Attachment 3. The proposed budget for FY 2008 is approximately \$2.5 million, which reflects the additional resources needed to fund Phase I of the reform. Funding needed for FY 2009 and FY 2010 are \$3.1 million and \$4.8 million, respectively.

Evaluation

The Middle School Reform Plan is designed to raise student performance, close the achievement gap, and increase the level of academic rigor in middle schools. An advisory group will be established in January 2007 to develop the evaluation plan and timeline. The purpose of the evaluation will include the following:

- Measure improvement in student performance and in closing the achievement gap
- Assess the effectiveness of the recommended actions
- Collect and analyze input from stakeholders
- Provide feedback to school decision makers for making necessary changes and/or improvements to the recommended actions

Periodic updates on the evaluation will be provided to the Board of Education.

Middle School Reform Budget Item Projections Through FY2010

		FY2008	88				FY2009				FY	FY2010	
	Phase 1 (F	Phase 1 (Five Schools)	7	All		Same	Phase 2	Phase 2	FY2009	Same	Phase 3	Phase 3	FY2010
		Additional		Additional	EV2008	Service	(Resources)	Resources	Suprora	OGLANCE	Resources)		
Funding Sources	Realigned		Realigned	Needed	Subtotal			Needed)				Needed	
Budget flem													, ^
LEADERSHIP										-	- • •.		
Professional part-time support for Middle School Principal Internship	Ş	¢15/480			\$151.480	\$151.480			\$151,480	\$21.880	-		\$21.880
Literacy Coach		1 _											
 fully released 15 summer days per position 	56,791	268,037			324,828	324,828	136,298	643,289	1,104,415	1,104,415	238,522	1,125,755	2,468,693
Math Content Specialist fully released	,			,							· ·		:
• 20 summer days per person • supplement	171,409	184,048	2		355,457	355,457	411,380	441,715	1,208,552	1,208.552	719,916	773,002	2,701,469
Content Specialists In English, Science, Social Studies, PE/Arts and one other area	,							 _	 =				
 one release period 20 summer days supplement 	573,088		4	Marine Comment	573,088	573,088	1,375,410	0	1,948,498	1,948,498	2,406,968	0	4,355,465
Two grade level team leaders at each grade level	٠, ١												
• 10 summer days per person • team leader supplement	168,596	337,192			505,788	505,788	404,630	809,261	1,719,679	1,719,679	469,581	1,654,729	3,843,989
PLCI/Baldrige/SLTI	102,200	86,878			189,078	189,078	102,200	20,440	311,718	311,718	0	0	311,718
Leadership Subtotal	\$1,072,083	\$1,072,083 \$1,027,635	0\$	0\$	\$0 \$2,099,718 \$2,099,718		\$2,429,919	\$1,914,705	\$6,444,342	\$8,314,742		\$3,834,986 \$3,653,486 \$13,703,214	\$13,703,214

Note: The recommended actions that do not have budget implications are not listed.. Existing staff will be used to implement the work.

The following recommended actions will be funded through the offices listed below:

Hours-based staffing and additional counselors - Office of Special Education and Student Services

Professional Development - Office of Organizational Development



2/20/07

FY2010 Subtotal Subtotal 125,000 125,000	### Phase 3 Ph	Phase 3 Phase 3 (Realigned (Additional Resources) Resources Needed) \$0 \$8,175	Same Service \$223,716 106,655 125,000	\$223,716 106,655 125,000	Same	FY2009 FY2009 Phase 2 (Realigned Resources) 0 0 0	Same Service \$223,716 48,479 155,000 125,000	FY2008 Subtotal Subtotal \$223,716 48,479 155,000 125,000		School Sc	Res Add		Funding Sources Budget Item CURRICULUM INSTRUCTION & ASSESSMENT Curriculum supervisors to develop math, reading, and writing assessments, benchmarks, and technology tools Study skills program Expand reading interventions Validity study for assessments LCD projectors, interactive boards, student response systems (four classrooms per school)
400	-		4004 044	1001	400 476	Ş	4745.03 E	tyek nak	£348 746	Ğ	690 070	428E 240	Curriculum, Instruction & Assessment Subtotal
	,			2 1 1 2 2									
192	,		192,840	192,840			192,840	192,840		, ,	0	192,840	classrooms per school)
	- · .		·								•		student response systems (four
			•					,		•		l	LCD projectors, interactive boards,
125,0			125,000	125,000			125,000	125,000	125,000	0			Validity study for assessments
1		0	186,000	186,000	31,000	0		155,000			9	155,000	Expand reading interventions
	•	0	106,655	106,655	58,175	0	48,479	48,479				17,500	Study skills program
		\$0		\$223,716	\$0	\$0	\$223,716	\$223,716		\$0			technology tools
				•									assessments, benchmarks, and
	,,											,	Curriculum supervisors to develop math reading and writing
													ASSESSMENT
								l					CURRICULUM INSTRUCTION &
												,	Budget Item
	Needed)		-		Needed)			Subtotal		Realigned	Needed	Realigned	Funding Sources
	Resources	Resources)			Resources	Resources)		FY2008	Resources		Resources		
		(Realigned	Service	Subtotal	(Additional	(Realigned	Service		Additional		Additional		
FY2010		Phase 3	Same	FY2009	Phase 2	Phase 2	Same		All		ive Schools)	Phase 1 (F	
	2010	FY.	,			FY2009				900	FY2		
				/2010	rough FY	ections T	tem Proje	Budget		e Schoo	Midd		
					-	;							

		Middle	School	Reform	Budget II	lem Proje	Middle School Reform Budget Item Projections Through FY2010	rough FY	2010				
		FY2008	80				FY2009				FY2010	010	
	Phase 1 (Five Schools)	ve Schools)	∀	Aii		Same	Phase 2	Phase 2	FY2009	Same	Phase 3	Phase 3	FY2010
		Additional Resources	,	Additional Resources	FY2008	Service	(Realigned Resources)	Resources	Subtotal	SOLVICOS	(Resources) (Resources	(Additional Resources	Subtotal
Funding Sources	Realigned	Needed	Realigned	Needed	Subtotal			Needed)				(Needed)	
Budget Item											İ		
EXTENDED LEARNING OPPORTUNITIES (ELO)			·							-	•		
Redesign program offerings to reflect interactive interdisciplinary									···	-			
academic support programs	\$64,630	\$0			\$64,630	\$64,630	\$155,112	\$0	\$219,742	\$219,742	\$219,742	8	\$439,484
			•								-		
to coordinate the identification and			-		,			•.					
recruitment of students and			•							•			
teachers, promote ELO program,	-	•								•			,
monitor ELO program, and collect and analyze data		. 66.791			56.791	56.791	0	68,149	124,940	124,940	0	68,149	193,089
Expand transportation to decrease													
student commute time	0	29,895			29,895	29,895	0	71,748	101,642	101,642	0	101,642	203,285
Extended Learning Opportunities		,											
(ELO) Subtotal	\$64,630	\$86,686	\$	09	\$151,316	\$151,316	\$155,112	\$139,897	\$446,325	\$446,325	\$219,742	\$169,782	\$836,858



		FY2008	908				FY2009				FY	FY2010	
	Phase 1 (f	Phase 1 (Five Schools)	,	All		Same	Phase 2	Phase 2	FY2009	Same	Phase 3	Phase 3	FY2010
		Additional Resources		Additional Resources	FY2008	Service	(Kealigned Resources)	(Additional Resources	Subtotal	Service	(Realigned Resources)	(Additional Resources	Subfotal
Funding Sources	Realigned		Realigned	Needed	Subtotal			Needed)				Needed)	
Budget Item												.	
ODGANIZATIONAL CTRICKTION													
UNGAMIZATIONAL STRUCTURES												•	
One seven-hour IDA at each middle school		,	0.5	\$213,350	\$213,350	\$213,350			\$213.350	\$213.350	•		\$213 350
Cohort Planning Time at five Pilot													200,01
• 75 hours per week at each school			٠		-							-	
(professional staff)				•								•	
· 12 hours per week at each school						_							
(para-educators)	0	718,200		-	718,200	718,200	٥	861,840	1,580,040	1,580,040	,	861.840	2.441.880
Organizational Structures													
Subtotal	23	\$718,200	0\$	\$213,360	\$931,550	\$931,550	0\$	\$861,840	\$1,783,390	\$1,793,390	S	SR61.840	\$2 65E 23D
HUMAN RESOURCES													
Materials for training staffing													-
specialists	;	- ,	0	150	150	150			150	55			55
Human Resources Subtotal	0 \$	0\$	0\$	· \$150	\$160	\$150			\$150	2150			25.83
					_				1				

		FY2008	80%				FY2008 FY2009				FY2	FY2010	
	Phase 1 (F	Phase 1 (Five Schools)	4	All		Same	Phase 2	Phase 2	FY2009	Same	Phase 3	Phase 3	FY2010
		Additional Resources		Additional Resources	FY2008	Service	(Realigned Resources)	(Additional Resources	Subtotal	Service	(Restigned Resources)	Resources	Subtotal
Funding Sources Realigned	Realigned	Needed	Restigned	Needed	Subtotal			(pagga)				NeedBa	
Budget flem													
PARENT AND COMMUNITY ENGAGEMENT/ COMMUNICATION								`		,			
Print copies and DVDs in multiple fanguages of Navigating the System (Grades 5-9)			0\$	\$57,500	\$57,500	\$57,500			\$57,500	\$57,500			\$57,500
Tier 1 training on cross-cultural communication strategies 50 people at each of five pilot													
Two-hours per person plus materials	23,414	0			23,414	23,414	0	4,683	28,096	28,098			28,096
Implement/expand study circles in all middle schools (FY2008)	25,000	0			25,000	25,000		5,000	30,000	30,000			30,000
Develop a toolkit for all middle schools that includes resources, best practices, and strategles for molementing the six national						,							
standards in creating a welcoming environment for our diverse parent community (FY2008) one time cost			0	9,500	9,500	9,500		·	9,500	9,500		,	8,500
Parent and Community Engagement Communication Subtotal	\$48,414	0\$	0\$	\$67,000	\$115,414	\$115,414	\$0	\$9,683	\$125,096	\$125,098	\$0	95	\$125,098
TOTAL	1,550,487	1,863,500	9	629,216	4,043,183	4,043,183	2,585,031	3,015,299	9,643,513	0,513,913	4,054,728	4,643,292	18,211,934

\$31,898,630	
GRAND TOTAL FOR THREE-YEAR PLAN IS	FY2008

FY2010	\$9,643,513 FY2010 Total	\$2,585,031 Realigned Resources Total	\$4,043,183 Same Service Funding	\$3,015,299 Additional Resources Needed Total	
, FY2009	FY2009 Total	Realigned Resources Total	Same Service Funding	Additional Resources Needed Total	
	\$4,043,183	\$1,550,487		\$2,492,716	
FY2008	FY2008 Total	Realigned Resources Total		Additional Resources Needed Total	

\$18,211,934 \$4,054,728 \$9,513,913 \$4,643,292

\$10,151,308 Total new resources needed for three-year plan is



					·				
		2006			2007			2008-2010	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Data Point		Actual	THE RESERVE AND ASSESSED.				THE WAR ASSESSMENT OF THE OTHER	t Performance	and the same of the same of the same
		Property and the second	Target Met	Target	Actual	Target Met	2008	2009	2010
Grade 2 Reading Percentag	e At or Above	Benchmark.							
All Students					67.7%				
Asian American					77.6%			% ≥86.5%	
African American					56.6%		≥82.9%		
White				≥79.4%	78.7%	ļ			≥90.0%
Hispanic					50.0%				
SpEd					32.8%				
LEP			,		35.0%		•		
FARMS				www.miss.htm.	48.8%	The state of the s			EBSS 6 - JANUARY - MARINES
Grade 5 Mathematics 6 or H	gher-Percen		ove Proficien						
All Students		29.4%	1		38.9%	1			
Asian American		48.3%			59.9%	/			
African American		13.0%		<u>.</u>	18.7%	,			
White	≥29.4%	40.2%	/	≥33.3%	52.8%	1	≥37.2%	≥41.1%	≥45%
Hispanic		12.2%		233.57	17.5%		237.2%		243%
SpEd		7.5%			9.8%				
LEP		4.4%			6.3%				
FARMS		10.3%			14.4%				
ES MSA Reading-Percentag	e At or Above	Proficient	78.5					i sek lite	
All Students		83.5%	/		86.4%	1			
Asian American		90.5%	/		92.7%	1	≥71.8%	1	
African American		71.4%	/	[76.5%	/		ł	
White	≥62.5%	92.7%		≥67.2%	94.4%	/		≥76.5%	≥81.2%
Hispanic	202.370	72.4%	1	207.270	76.6%	/			
SpEd		62.3%] .	67.8%				,
LEP		65.4%	/		70.9%	1			
FARMS		67.8%	1		72.5%	/			
S MSA Mathematics Perce	ntage At or A	bove Proficie	nt constitut	Seretia					4
All Students		83.8%	/	1	85.9%	1			
Asian American		93.6%	✓		95.0%	1]		
African American		68.4%	/		72.6%	1		Į.	
White	≥58.8%	93.5%	/	≥63.9%	94.1%	/	≥69.1%	≥74.2%	>70.4%
Hispanic	250.070	73.6%	/	203.7,0	76.8%	1	203.170	274.270	≥79.4%
SpEd]	56.5%]	60.7%	/			
LEP		69.0%	✓]	72.4%	1			
FARMS]	67.3%	/		71.3%	/			
Elem entary School Suspens	ion Rate	100000							
All Students ·	l	1.4%	Į.	I	1 404	1	1	[1
	<u> </u>			†	1.4%	 	1		
Asian American		0.4%	. /		0.4%	1]		
African American		0.4% 3.7%			0.4% 3.1%				
African American White	≤1.3%	0.4% 3.7% 0.7%	/	≤1.3%	0.4% 3.1% 0.7%	7	1 - ≤1.3%	≤1.3%	<1.3%
African American White Hispanic	≤1.3%	0.4% 3.7% 0.7% 1.3%		≤1.3%	0.4% 3.1% 0.7% 1.4%		≤1.3%	≤1.3%	≤1.3%
African American White Hispanic SpEd	≤1.3%	0.4% 3.7% 0.7% 1.3% 3.9%	/	≤1.3%	0.4% 3.1% 0.7% 1.4% 3.5%	/	≤1.3%	≤1.3%	≤1.3%
African American White Hispanic SpEd LEP	≤1.3%	0.4% 3.7% 0.7% 1.3% 3.9% 1.2%	/	≤1.3%	0.4% 3.1% 0.7% 1.4% 3.5% 1.2%		≤1.3%	≤1.3%	. ≤1.3%
African American White Hispanic SpEd LEP FARMS	_	0.4% 3.7% 0.7% 1.3% 3.9% 1.2% 2.8%	<i>i i i</i>		0.4% 3.1% 0.7% 1.4% 3.5% 1.2% 2.6%	1			
African American White Hispanic SpEd LEP FARMS	_	0.4% 3.7% 0.7% 1.3% 3.9% 1.2% 2.8%	<i>i i i</i>		0.4% 3.1% 0.7% 1.4% 3.5% 1.2% 2.6%	1			
African American White Hispanic SpEd LEP FARMS	_	0.4% 3.7% 0.7% 1.3% 3.9% 1.2% 2.8%	<i>i i i</i>		0.4% 3.1% 0.7% 1.4% 3.5% 1.2% 2.6%	1			
African American White Hispanic SpEd LEP FARMS MS & SA Beading - Percentar	_	0.4% 3.7% 0.7% 1.3% 3.9% 1.2% 2.8%	/ /		0.4% 3.1% 0.7% 1.4% 3.5% 1.2% 2.6%	/			
African American White Hispanic SpEd LEP FARMS MS: IS A Beading-Percental	_	0.4% 3.7% 0.7% 1.3% 3.9% 1.2% 2.8% Prof.Cent 76.9%	/ /		0.4% 3.1% 0.7% 1.4% 3.5% 1.2% 2.6%	<i>,</i>			
African American White Hispanic SpEd LEP FARMS AS A Reading - Percental All Students Asian American	ge At of Abov	0.4% 3.7% 0.7% 1.3% 3.9% 1.2% 2.8% **Proficient** 76.9% 86.5%	/ / /		0.4% 3.1% 0.7% 1.4% 3.5% 1.2% 2.6% 80.8% 89.5%				
African American White Hispanic SpEd LEP FARMS MS'NSA Reading Percental All Students Asian American African American	_	0.4% 3.7% 0.7% 1.3% 3.9% 1.2% 2.8% Proficient 76.9% 86.5% 62.3%			0.4% 3.1% 0.7% 1.4% 3.5% 1.2% 2.6% 80.8% 89.5% 68.1%				
African American White Hispanic SpEd LEP FARMS MS: I A Reading Percenta All Students Asian American African American White	ge At of Abov	0.4% 3.7% 0.7% 1.3% 3.9% 1.2% 2.8% **Proficient* 76.9% 86.5% 62.3% 89.8%			0.4% 3.1% 0.7% 1.4% 3.5% 1.2% 2.6% 80.8% 89.5% 68.1% 92.6%				
African American White Hispanic SpEd LEP FARMS MS-ISA Reading-Percenta All Students Asian American African American White Hispanic	ge At of Abov	0.4% 3.7% 0.7% 1.3% 3.9% 1.2% 2.8% Proficient 86.5% 62.3% 89.8% 57.3%			0.4% 3.1% 0.7% 1.4% 3.5% 1.2% 2.6% 80.8% 89.5% 68.1% 92.6% 63.8%				

Data Point		2006			2007	dign (2)		2008–2010 Performance	Target
Data Point	Target	Actual	Target Met	Target	Actual	Tärget Met	2008	2009	2010
MS/MSA Mathematics=Perce	CONTRACTOR OF THE PARTY OF THE	March Company of Table - Table	and the second second second second	and all a services and a service and a servi			retred file Street and extract the rest file.		and decay and manager area.
All Students	Agend Shaller as a reserve	71.5%	✓	out the control of th	73.7%	-	142 112 112 112 112 112 112 112 112 112	Prince of the special	AND THE PARTY OF THE PROPERTY OF THE PARTY O
Asian American		87.6%	/	A	89.6%	1	†		
African American	į į	48.9%	/		52.7%	1	≥57.1%	≥64.3%	
White	1	86.2%	/		88.0%	7			
Hispanic	≥42.9%	52.4%	1	≥50.0%	55.7%	1			≥71.4%
SpEd	1	35.0%			43.1%				
LEP	1	45.8%	1		47.0%		1		
FARMS	1	45.4%	1		49.5%		1		
Grade 8 Algebra: Percentag	e Completing						rate of the	****** ******************************	
All Students		49.4%			55.9%				
Asian American]	72.3%	1		78.6%	1		77.70	
African American		25.5%]	33.1%],		
White	≥54.6%	64.3%	1	≥61%	71.4%	1	_C7.20/		≥80.0%
Hispanic		26.2%		20170	32.6%		≥67.3%	≥73.7%	≥80.070
SpEd		11.7%			15.5%		1		
LEP]	15.1%			19.7%]		
FARMS	<u> </u>	21.7%			28.5%	<u> </u>			
Algebra 1 High School Asse	ssment-Perce	ntage Passin	g in Middle S	chool #				st. July	
All Students]	97.0%			95.2%		1		
Asian American	_	98.7%]	97.4%		_		
African American	1	91.8%			86.3%		1	,	
White	100.0%	98.6%	ļ	100.0%	98.6%		100.0%	100.0%	100.0%
Hispanic	1	92.5%			89.4%			1	100,010
SpEd	4	90.2%			88.8%				
LEP	4	86.5%			86.8%				
FARMS		91.8%	KORONA DI TUTUKKUPEN MESE	MATERIAL REMAINS OF THE PROPERTY OF	85.2%	EDDERGRAPH TATUE AND AND	Cartination of the arts	200200	
Middle School Suspension	Kate 🔐 📜 🔠					1 2 2 4 5 5 T			29 / 30 #14 / 24 T
All Students	4	7.8%	1	-	7.4%		4		
Asian American	-	2.8%	·- ·	1	2.7%	/	-		[
African American	1	17.3%		•	16.3%		4		[
White Hispanic	≤7.4%	3.4%	, ,	≤7.2%	3.1% 9.3%		≤7.0%	≲6.7%	≤6.5%
SpEd	╡	16.8%	 		15.7%	<u> </u>	- } ·		
LEP	┥	8.3%	1	1	8.5%		4		
FARMS	┪	16.3%			15.2%		1		
Grade 9 Algebra Percentag	e Completing								L ,_4,;;
Ali Students		75.4%			76.5%				THE RESERVE
Asian American	† ·	90.0%	/	1	91.1%	1	1		
African American	1	58.9%	† <u>-</u>	1	61.3%	· ·	1		
White	1	89.9%	1	1	90.8%	/	1		
Hispanic	_ ≥81.4%	55.2%	1	≥86.1%	55.7%		≥90.7%	≥95.4%	100.0%
SpEd	7	42.8%		1	41.7%		7		
LEP	1	39.2%	· .	1	39.6%	1	1		
FARMS	7 ·	49.8%	1	1	51.8%		1		
Grade:10 Géometry: Percer	ntage Comple		to a feloria	uhi ve i Keri		V 10 S 14 1	1.04.66		Section 1
All Students		71.7%			72.7%	/			
Asian American	1	86.3%	1	1	86.5%	1	1		
African American	7	51.8%		7	52.9%	1	1		
White	, ÷	86.6%	1	,,,,,,,,	88.5%	1			
Hispanic	≥76.6%	48.7%		≥82.4%	50.4%		≥88.3%	≥94.1%	100.0%
SpEd	7 ·	37.7%		7	38.1%		7		
LEP	7	30.8%		1	31.5%		7		
FARMS	1 .	45.5%		1	45.1%	Ţ	7		
	·				•				

	CATHOLIC CONTRACTOR OF A STATE OF CONTRACTOR	PERSONAL TRANSPORTATION OF A PARTY.	watermark to Mindelline	S. MINESCO MAN. MINESCO	TOP 10PUT 1 1 3607 64		The second second second		
Data Poin		2006			2007			2008–2010 t Performanc	
Data Point	a Maria di kacamatan da kacamata	11 30 00 004	Target Met	Target .	^ Actual 🤃	Target Met	2008	2009	3. 2010 a
Carry III and the contract of the carry	nent-At least one co					F		A All beginning a married on their	
All Students		69.7%	/		71.8%	1			
Asian America	an	84.4%	/	•	85.8%	1	≥ 7 1.7%	≥73.4%	
African Ameri	can	50.7%			53.6%				<i>'</i>
White		82.3%	/	- 70 10/	84.5%	1			
Hispanic	≥68.4%	49.2%		≥70.1%	52.9%				≥75.0%
SpEd		23.3%			23.7%				
LEP		28.1%			31.9%				
FARMS		41.6%			44.9%				
Srade 9.PSAT: Pero	entage Participatin	g+20 = 10 = 1			TORKES !				
All Students				l ,	92.4%	1			
Asian America	an				95.5%	1] .		
African Ameri	can				89.6%				
White				≥92.3%	95.3%	1	>02.2%	≥94.1%	>05 00¢
Hispanic					87.3%		≥93.2%	294.1%	≥95.0%
SpEd					82.6%				
LEP					78.8%				
FARMS	<u> </u>				85.9%	•	<u> </u>		
	rcentage Participati	ng Land			9 4 6 5 4				
All Students					91.2%	/			
Asian America					95.8%	/	<u> </u>		≥95.0%
African Ameri	can				87.3%		1		
White				≥91.2%	94.3%		≥92.5%	≥93.7%	
Hispanic					84.7%				
SpEd				ļ	81.0%				
LEP					79.1%				1
				ŀ		 -	-	ļ	•
FARMS					84.0%				
FARMS IS MSA Reading	Percentage At or Ab	T	T .		84.0%	ī .			
FARMS HS MSA Reading All Students		70.3%	1		84.0% 77.6%	1			
FARMS IS MSA Reading All Students Asian America	an en	70.3% 81.6%	1		84.0% 77.6% 84.4%	1			
FARMS HS MSA Reading All Students Asian America African Ameri	an en	70.3% 81.6% 47.9%	/ /		77.6% 84.4% 60.2%	1	(1):\\.\.\.\.\.\.\.\.\.\.\.\.\.\.\.\.\.\.\		
FARMS HS MSA Reading All Students Asian America African America White	an en	70.3% 81.6% 47.9% 83.4%	/ / /	≥52.2%	84.0% 77.6% 84.4% 60.2% 91.5%	/ / /	≥59.0%	≥65.8%	≥72.7%
FARMS HS MSA Reading All Students Asian America African Ameri White Hispanic	an Can	70.3% 81.6% 47.9% 83.4% 53.7%	/ /		84.0% 77.6% 84.4% 60.2% 91.5% 60.5%	1			
FARMS HS MSA Reading All Students Asian America African Ameri White Hispanic SpEd	an Can	70.3% 81.6% 47.9% 83.4% 53.7% 29.7%	/ / / /		84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5%	/ / /			
FARMS HS MSA Reading All Students Asian America African Americ White Hispanic SpEd LEP	an Can	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9%	/ / /		84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7%	/ / /			
FARMS HS MSA Reading All Students Asian America African Americ White Hispanic SpEd LEP FARMS	an Scan ≥45.3%	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9% 44.5%	/ / / / /	≥52.2%	84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7% 53.3%	/ / / / / / / / / / / / / / / / / / /	≥59.0%	≥65.8%	≥72.7%
FARMS All Students Asian America African Americ White Hispanic SpEd LEP FARMS	an Can	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9% 44.5% 67. Above Proficio	/ / / / /	≥52.2%	84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7% 53.3%		≥59.0%	≥65.8%	≥72.7%
FARMS 15 MSA Reading All Students Asian America African Americ White Hispanic SpEd LEP FARMS 15 MSA Mathema	an can ≥45.3%	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9% 44.5% 07.450ve Proficio	/ / / / /	≥52.2%	84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7% 53.3%	/ / / / /	≥59.0%	≥65.8%	≥72.7%
FARMS All Students Asian America African Americ White Hispanic SpEd LEP FARMS HS Mathema All Students Asian America	an can ≥45.3% tics=Percentage At o	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9% 44.5% 07.Above Proficion 77.1% 90.1%	/ / / / / / / / / / / / / / / / / / /	≥52.2%	84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7% 53.3% 79.5% 90.8%	/ / / / /	≥59.0%	≥65.8%	≥72.7%
FARMS All Students Asian America African Americ White Hispanic SpEd LEP FARMS HS MSA Mathema All Students Asian Americ African Americ	an can ≥45.3%	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9% 44.5% 77.1% 90.1% 57.4% 89.7%	d d d d d d d d d d d d d d d d d d d	≥52.2%	84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7% 53.3% 79.5% 90.8% 61.2%		≥59.0%	≥65.8%	≥72.7%
FARMS HS MSA Reading All Students Asian Americ African Ameri White Hispanic SpEd LEP FARMS HS MSA Mathema All Students Asian Americ African Americ White	an can ≥45.3% tics=Percentage At o	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9% 44.5% 67.1% 90.1% 57.4% 89.7%	/ / / / / / / / / / / / / / / / / / /	≥52.2%	84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7% 53.3% 79.5% 90.8% 61.2% 91.9%	/ / / / /	≥59.0%	≥65.8%	≥72.7%
FARMS All Students Asian Americ African Ameri White Hispanic SpEd LEP FARMS HS MATHEMA All Students Asian Americ African Americ African Americ White Hispanic	an can ≥45.3%	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9% 44.5% 57.1% 90.1% 57.4% 89.7% 60.8%	ont to	≥52.2%	84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7% 53.3% 79.5% 90.8% 61.2% 91.9% 66.1%		≥59.0%	≥65.8%	≥72.7%
FARMS HS MSA Reading All Students Asian Americ African Ameri White Hispanic SpEd LEP FARMS HS MSA Mathema All Students Asian Americ African Americ White	an can ≥45.3%	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9% 44.5% 07.1% 90.1% 57.4% 89.7% 60.8% 45.2%	ont S	≥52.2%	84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7% 53.3% 79.5% 90.8% 61.2% 91.9% 66.1% 44.9%		≥59.0%	≥65.8%	≥72.7%
FARMS HS MSA Reading All Students Asian Americ African Ameri White Hispanic SpEd LEP FARMS HS MSA Mathema All Students Asian Americ African Americ White Hispanic SpEd SpEd LEP FARMS HS MSA Mathema All Students Asian Americ African Americ SpEd	an can ≥45.3%	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9% 44.5% 07.1% 90.1% 57.4% 89.7% 60.8% 45.2% 49.4%		≥52.2%	84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7% 53.3% 79.5% 90.8% 61.2% 91.9% 66.1% 44.9% 59.0%		≥59.0%	≥65.8%	≥72.7%
FARMS HS MSA Reading All Students Asian Americ African Ameri White Hispanic SpEd LEP FARMS HS MSA Mathema All Students Asian Americ African Americ White Hispanic SpEd LEP FARMS	tics Percentage At an ican ≥29.8%	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9% 44.5% 07.1% 90.1% 57.4% 89.7% 60.8% 45.2% 49.4% 48.2%		≥52.2% 	84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7% 53.3% 79.5% 90.8% 61.2% 91.9% 66.1% 44.9% 59.0% 60.8%		≥59.0%	≥65.8% . ≥56.1%	≥72.7% ≥64.9%
FARMS HS MSA Reading All Students Asian Americ African Ameri White Hispanic SpEd LEP FARMS HS MSA Mathema All Students Asian Americ African Americ Mrite Hispanic SpEd LEP FARMS	an can ≥45.3%	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9% 44.5% 07.1% 90.1% 57.4% 89.7% 60.8% 45.2% 49.4% 48.2%		≥52.2% 	84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7% 53.3% 79.5% 90.8% 61.2% 91.9% 66.1% 44.9% 59.0% 60.8%		≥59.0%	≥65.8% . ≥56.1%	≥72.7% ≥64.9%
FARMS HS MSA Reading All Students Asian America African Americ White Hispanic SpEd LEP FARMS HS MSA Mathema All Students Asian Americ African Americ African Americ African Americ African Americ SpEd LEP FARMS SAT/ACT-Participa	tics=Percentage At an ican ≥29.8%	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9% 44.5% 77.1% 90.1% 57.4% 89.7% 60.8% 45.2% 49.4% 48.2%		≥52.2% 	84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7% 53.3% 79.5% 90.8% 61.2% 91.9% 66.1% 44.9% 59.0% 60.8%		≥59.0%	≥65.8% . ≥56.1%	≥72.7% ≥64.9%
FARMS HS MSA Reading All Students Asian America African Americ White Hispanic SpEd LEP FARMS HS Mathema All Students Asian Americ African Americ African Americ FARMS Hispanic SpEd LEP FARMS All Students Asian Americ SpEd LEP FARMS SAT/ACT-Participa Asian Americ Asian Americ	tics: Percentage At an ≥29.8%	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9% 44.5% 77.1% 90.1% 57.4% 89.7% 60.8% 45.2% 49.4% 48.2% 75.8% 87.8%	/ / / / / / / / / / / / / / / / / / /	≥52.2% 	84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7% 53.3% 79.5% 90.8% 61.2% 91.9% 66.1% 44.9% 59.0% 60.8% 80.3% 89.7%		≥59.0%	≥65.8% . ≥56.1%	≥72.7% ≥64.9%
FARMS HS MSA Reading All Students Asian America African Americ White Hispanic SpEd LEP FARMS HS Mathema All Students Asian Americ African Americ African Americ SpEd LEP FARMS Hispanic SpEd LEP FARMS SAT/ACT-Participa All Students Asian Americ African Americ African Americ African Americ African Americ African Americ	tics Percentage At an ican ≥29.8%	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9% 44.5% 77.1% 90.1% 57.4% 89.7% 60.8% 45.2% 49.4% 48.2% 75.8% 87.8% 65.9% 82.1%	/ / / / / / / / / / / / / / / / / / /	≥52.2% ≥38.6%	84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7% 53.3% 79.5% 90.8% 61.2% 91.9% 66.1% 44.9% 59.0% 60.8% 80.3% 89.7% 73.7%		≥59.0% ≥47.3%	≥65.8% . ≥56.1%	≥72.7% ≥64.9%
FARMS HS MSA Reading All Students Asian Americ African Ameri White Hispanic SpEd LEP FARMS HS MSA Mathema All Students Asian Americ African Ameri White Hispanic SpEd LEP FARMS ASIA Americ African Americ White	tics: Percentage At an ≥29.8%	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9% 44.5% 77.1% 90.1% 57.4% 89.7% 60.8% 45.2% 49.4% 48.2% 75.8% 87.8% 65.9% 82.1%	ant 4	≥52.2% 	84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7% 53.3% 79.5% 90.8% 61.2% 91.9% 66.1% 44.9% 59.0% 60.8% 80.3% 89.7% 73.7% 87.4%		≥59.0%	≥65.8% . ≥56.1%	≥72.7% ≥64.9%
FARMS All Students Asian America African America African America SpEd LEP FARMS HS Mathema All Students Asian America African America African America FARMS LEP FARMS Asian America African America African America LEP FARMS SAT/ACPERICIPA All Students Asian America African America African America African America African America African America	tics Percentage At an ican ≥29.8%	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9% 44.5% 77.1% 90.1% 57.4% 89.7% 60.8% 45.2% 49.4% 48.2% 75.8% 87.8% 65.9% 82.1% 53.0%	ant 4	≥52.2% ≥38.6%	84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7% 53.3% 79.5% 90.8% 61.2% 91.9% 66.1% 44.9% 59.0% 60.8% 80.3% 89.7% 73.7% 87.4% 57.5%		≥59.0% ≥47.3%	≥65.8% . ≥56.1%	≥72.7% ≥64.9%
FARMS HS MSA Reading All Students Asian America African Americ White Hispanic SpEd LEP FARMS HS MSA Mathema All Students Asian America African America White Hispanic SpEd LEP FARMS SAFACT-Participa All Students Asian America African America African America African America African America African America African America Mite	tics Percentage At an ican ≥29.8%	70.3% 81.6% 47.9% 83.4% 53.7% 29.7% 45.9% 44.5% 77.1% 90.1% 57.4% 89.7% 60.8% 45.2% 49.4% 48.2% 75.8% 87.8% 65.9% 82.1%	ant 4	≥52.2% ≥38.6%	84.0% 77.6% 84.4% 60.2% 91.5% 60.5% 46.5% 38.7% 53.3% 79.5% 90.8% 61.2% 91.9% 66.1% 44.9% 59.0% 60.8% 80.3% 89.7% 73.7% 87.4%		≥59.0% ≥47.3%	≥65.8% . ≥56.1%	≥72.7% ≥64.9%

Data Point		2006			2007		Studen	2008–2010 t Performance	
是2013年,1987年2013年	Target :	Actual	Target Met	Tärget	Z Actual Z	Target Met	2008	2009	2010
SAT Performance (Graduati	ng Seniors)			a a ne				125 M	
All Students		1634	1		1624		≥1642	Ī	
Asian American	1.	1710	1		1706	1		≥1646	
African American		1360			1357				
White		1735	. /	>1670	1736	1			- 1650
Hispanic	≥1634	1410		≥1638	1418	_			≥1650
SpEd]	1383			1353]		
LEP		1148	·		1127			i i	
FARMS		1316			1315		l	j !	
P/IB Exam Participation (G	raduating Se	niors)		Barra Re	THE STATE	进业开办		8.5.45 (S.)	AL PART
All Students	,	56.1%	1		60.6%	✓]		
Asian American .		75.0%	1]	76.3%	✓	1 ·	≥66.5%	≥70.0%
African American		28.0%			35.0%				
White	≥56.1%	65.0%	1	≥59.6%	70.5%	✓	≥63%		
Hispanic	2,30.170	42.1%		259.070	48.5%		20370		
SpEd		17.9%			18.2%				
LEP	<u> </u>	24.7%			34.4%				
FARMS	<u> </u>	33.5%			39.6%				
AP/IB Exam Performance (G	raduating Se	niors)							
All Students		45.7%	/		47.0%		≥56.6%		≥65.0%
Asian American	<u> </u>	60.5%	✓] .	61.4%	/			
African American	_	16.8%			19.4%				
White ·	≥42.2%	55.6%	1	≥52,4%	58.0%			≥60.8%	
Hispanic] - 12.27	33.9%			36.0%			≥60.8%	
SpEd]	13.1%			11.7%				
LEP	1	20.7%			26.9%				
FARMS	<u> </u>	23.6%	<u> </u>		25.5%		<u> </u>	<u>l</u>	<u> </u>
graduation Rate			Section 1						
All Students	_	91.6%			90.3%]	
Asian American	<u> </u>	96.5%	/	_	95.6%	/		ì	1
African American	_	87.6%		1	87.2%				
White	≥92.4%	95.2%	1	≥93.3%	93.9%	/	≥94,2%	≥95.1%	≥96,0%
Hispanic		81.3%		4	80.4%	ļ		}	
SpEd	4	88.4%		_	88.2%	<u> </u>	4	}	1
LEP		97.3%	-	4	96.6%	 	_	i	
FARMS		89.4%		me vijavijska semi aktor i mej komijesti se	88.6%	Archive Company of the Company of the	* Established (A) And Color (A) And Color (A)	Paul Andrews Phone du voi	
High School Suspension Ra	te zi it ziis								
All Students	4	6.8%	1	1	6.6%	 	_		
Asian American	4	2.4%	/	4	2.3%	/	4		
African American	_	14.7%	ļ	4	13.3%	1	4		
White	≲6.5%	3.3%	✓	≤6.5%	3.4%	/	≤6.5%	≤6.5%	≤6.5%
Hispanic		9.5%	ļ		9.4%	ļ	4	-3.570	
SpEd	_	16.0%		_	14.3%		_		1
LEP	4	7.9%	ļ		8.2%		4		
FARMS		14.4%	1		13.0%	l	l	[1

1615		20	006	66,71	20	07		2008	2010 District Tar	gets
	Data Point	Target	Actual	Target	Target	Actual	Target	2008	2009	2010
2		Target	:	Met		-12	Met	- material Col	Marie Principal Principal	amelia
Stan	e 2 Reading Percentag	e At of Above Be	nchmark	No. of the last	。连续16.74E32		4.50		(History)	
$\vdash \vdash \vdash$	All Students	•				32				
	Asian American					50				
\vdash	African American		•		At least 90 ES with 79.4% at	11		At least 100 ES	At least 109 ES with 86.5% at	At least 120 ES with 90.0% at
\vdash	White					61		with 82.9% at		
\vdash	Hispanic				benchmark	7		bençhmark	benchmark	benchmark
1	SpEd					4			I	
;──	LEP	ł				6				
	FARMS		- In the second	elsnar ia		S PROSERVE	With Market			
Grad	e 5 Mathematics 6 or H	igher=Percentag		ove Pro	ficiente:					
 	All Students	1	53	-	-	67	<u> </u>			
\vdash	Asian American		82	/		83				
\vdash	African American	At least 59 ES	10		At least 74 ES	11		At least 89 ES	At least 105	At least 120
	White	with 29,4% proficient in	82		with 33.3% proficient in	101		with 37.2% proficient in	ES with 41.1%	ES with 45%
_	Hispanic	Mathematics 6	9		Mathematics 6	23	_	Mathematics 6	proficient in Mathematics 6	proficient in Mathematics 6
\vdash	SpEd		3	-		8	<u> </u>	matricinates o	iviathematics o	
	LEP	1	<u>1</u> 8	 	-{ }	3 	-			
	FARMS SA Reading Percentag		•	######						
	All Students	EWEOUNDOAS LL		T		128				
\vdash	Asian American	1	125 121	1		126	·/			
	African American		-123	1		124	-			
\vdash	White	All ES	121	1	All ES	124	1	All ES with 71.8% proficient in reading	All ES	All ES
\vdash	Hispanic	with 62.5% proficient in	124		with 67.2% proficient in	128	 		with 76.5% proficient in	with 81,2% proficient in
\vdash	SpEd	reading	122	 	reading	126	 		reading	reading
\vdash	LEP	1	119	 	1	124				, see and
\vdash	FARMS		119	 		122			•	
Fen	ISA Mathematics Perce	ntage At or Abor		1 -			I			
344,16	All Students		125	1		128	/	Control of the Contro	大型 (1) 1	And of the last of the last of the
	Asian American		121	1		124	1		'	
\vdash		1			-	<u> </u>		ł		
	African American		123	/		124	· /	1	==	
	African American White	All ES	123 121	1	All ES	124	· /	All ES	All ES	All ES
	White	All ES with 58.8% proficient in	123 121 124		All ES with 63.9% proficient in	126		All ES with 69.1% proficient in	All ES with 74.2% proficient in	All ES with 79.4% proficient in
	White Hispanic	with 58.8%	121	/	with 63.9%		/	with 69.1%	with 74.2%	with 79.4%
	White Hispanic SpEd	with 58.8% proficient in	121 124 122	/	with 63.9% proficient in	126 128 124	/	with 69.1% proficient in	with 74.2% proficient in	with 79.4% proficient in
	White Hispanic	with 58.8% proficient in	121 124	/	with 63.9% proficient in	126 128	1	with 69.1% proficient in	with 74.2% proficient in	with 79.4% proficient in
Elen	White Hispanic SpEd LEP	with 58.8% proficient in mathematics	121 124 122 121 119	1	with 63.9% proficient in mathematics	126 128 124 125 122	1	with 69.1% proficient in mathematics	with 74.2% proficient in mathematics	with 79,4% proficient in mathematics
Elen	White Hispanic SpEd LEP FARMS	with 58.8% proficient in mathematics	121 124 122 121 119	1	with 63.9% proficient in mathematics	126 128 124 125 122	1	with 69.1% proficient in mathematics	with 74.2% proficient in mathematics	with 79,4% proficient in mathematics
Elem	White Hispanic SpEd LEP FARMS Hentary School Suspens	with 58.8% proficient in mathematics	121 124 122 121 119	1	with 63.9% proficient in mathematics	126 128 124 125 122	1	with 69.1% proficient in mathematics	with 74.2% proficient in mathematics	with 79,4% proficient in mathematics
Elen	White Hispanic SpEd LEP FARMS Tentary School Suspens All Students	with 58.8% proficient in mathematics	121 124 122 121 119	<i>J</i>	with 63.9% proficient in mathematics At least 100 ES	126 128 124 125 122	/ / / /	with 69.1% proficient in mathematics	with 74.2% proficient in mathematics	with 79.4% proficient in mathematics
Elen	White Hispanic SpEd LEP FARMS FARMS All Students Asian American	with 58.8% proficient in mathematics lion Rate. At least 88 ES with suspen-	121 124 122 121 119 77 111	<i>J</i>	with 63.9% proficient in mathematics At least 100 ES with suspen-	126 128 124 125 122 82 110	/ / / /	with 69.1% proficient in mathematics	with 74.2% proficient in mathematics	with 79.4% proficient in mathematics
Elen	White Hispanic SpEd LEP FARMS RENTATY SCHOOL SUSPENS All Students Asian American African American	with 58.8% proficient in mathematics ion Rate At least 88 ES with suspension rate no	121 124 122 121 119 77 111 45	<i>J J J J</i>	with 63.9% proficient in mathematics At least 100 ES	126 128 124 125 122 82 110 58	/ / / /	with 69.1% proficient in mathematics At least 111 ES with suspension rate no higher	with 74.2% proficient in mathematics At least 120 ES with suspension rate no higher	with 79.4% proficient in mathematics All ES with suspension rate no higher than
Elen	White Hispanic SpEd LEP FARMS MERITARY SCHOOL SUSPENS All Students Asian American African American White	with 58.8% proficient in mathematics lion Rate. At least 88 ES with suspen-	121 124 122 121 · 119 77 111 45 94	/ /	with 63.9% proficient in mathematics At least 100 ES with suspension rate no	126 128 124 125 122 82 110 58 98	/ / / /	with 69.1% proficient in mathematics At least 111 ES with suspension	with 74.2% proficient in mathematics At least 120 ES with suspension	with 79.4% proficient in mathematics All ES with suspension rate
Flori	White Hispanic SpEd LEP FARMS All Students Asian American African American White Hispanic	with 58.8% proficient in mathematics ion Rate At least 88 ES with suspension rate no higher than	121 124 122 121 · 119 77 111 45 94	/ /	with 63.9% proficient in mathematics At least 100 ES with suspension rate no higher than	126 128 124 125 122 82 110 58 98	/ / / /	with 69.1% proficient in mathematics At least 111 ES with suspension rate no higher	with 74.2% proficient in mathematics At least 120 ES with suspension rate no higher	with 79.4% proficient in mathematics All ES with suspension rate no higher than
	White Hispanic SpEd LEP FARMS All Students Asian American African American White Hispanic SpEd LEP FARMS	with 58.8% proficient in mathematics Ion Rate At least 88 ES with suspension rate no higher than 1.3%	121 124 122 121 · 119 77 111 45 94 90 42 86 55	/ / / / /	with 63.9% proficient in mathematics At least 100 ES with suspension rate no higher than 1.3%	126 128 124 125 122 82 110 58 98 87 49 94		with 69.1% proficient in mathematics At least 111 ES with suspension rate no higher than 1.3%	with 74.2% proficient in mathematics At least 120 ES with suspension rate no higher than 1.3%	with 79.4% proficient in mathematics All ES with suspension rate no higher than 1.3%
	White Hispanic SpEd LEP FARMS All Students Asian American African American White Hispanic SpEd LEP	with 58.8% proficient in mathematics Ion Rate At least 88 ES with suspension rate no higher than 1.3%	121 124 122 121 · 119 77 111 45 94 90 42 86 55	/ / / / /	with 63.9% proficient in mathematics At least 100 ES with suspension rate no higher than 1.3%	126 128 124 125 122 82 110 58 98 87 49 94		with 69.1% proficient in mathematics At least 111 ES with suspension rate no higher than 1.3%	with 74.2% proficient in mathematics At least 120 ES with suspension rate no higher than 1.3%	with 79.4% proficient in mathematics All ES with suspension rate no higher than 1.3%
	White Hispanic SpEd LEP FARMS All Students Asian American African American White Hispanic SpEd LEP FARMS	with 58.8% proficient in mathematics Ion Rate At least 88 ES with suspension rate no higher than 1.3%	121 124 122 121 · 119 77 111 45 94 90 42 86 55	/ / / / / / /	with 63.9% proficient in mathematics At least 100 ES with suspension rate no higher than 1.3%	126 128 124 125 122 82 110 58 98 87 49 94	/ / / / /	with 69.1% proficient in mathematics At least 111 ES with suspension rate no higher than 1.3%	with 74.2% proficient in mathematics At least 120 ES with suspension rate no higher than 1.3%	with 79.4% proficient in mathematics All ES with suspension rate no higher than 1.3%
	White Hispanic SpEd LEP FARMS Hentery School Suspens All Students Asian American African American White Hispanic SpEd LEP FARMS ### A Reading Percenta	with 58.8% proficient in mathematics Ion Rate At least 88 ES with suspension rate no higher than 1.3%	121 124 122 121 119 77 111 45 94 90 42 86 55	/ / / / / / /	with 63.9% proficient in mathematics At least 100 ES with suspension rate no higher than 1.3%	126 128 124 125 122 82 110 58 98 87 49 94 58	/ / / /	with 69.1% proficient in mathematics At least 111 ES with suspension rate no higher than 1.3%	with 74.2% proficient in mathematics At least 120 ES with suspension rate no higher than 1.3%	with 79.4% proficient in mathematics All ES with suspension rate no higher than 1.3%
	White Hispanic SpEd LEP FARMS Mentary School Suspens All Students Asian American African American White Hispanic SpEd LEP FARMS ### All Students Asian American African American White Hispanic SpEd LEP FARMS #### All Students	with 58.8% proficient in mathematics ion Rate At least 88 ES with suspension rate no higher than 1.3%	121 124 122 121 119 77 111 45 94 90 42 86 55 roficient 38	/ / / / / / /	with 63.9% proficient in mathematics At least 100 ES with suspension rate no higher than 1.3%	126 128 124 125 122 82 110 58 98 87 49 94 58	/ / / / /	with 69.1% proficient in mathematics At least 111 ES with suspension rate no higher than 1.3%	with 74.2% proficient in mathematics At least 120 ES with suspension rate no higher than 1.3%	with 79.4% proficient in mathematics All ES with suspension rate no higher than 1.3%
	White Hispanic SpEd LEP FARMS Rentary School Suspens All Students Asian American African American White Hispanic SpEd LEP FARMS HSA Reading—Percenta All Students Asian American	with 58.8% proficient in mathematics Ion Rate At least 88 ES with suspension rate no higher than 1.3% Ge At at Above F All MS with 61.5%	121 124 122 121 119 77 111 45 94 90 42 86 55 roficient 38 38 38 38	/ / / / / / /	with 63.9% proficient in mathematics At least 100 ES with suspension rate no higher than 1.3% All MS with 66.3%	126 128 124 125 122 82 110 58 98 87 49 94 58 38 38 36	/ / / / /	with 69.1% proficient in mathematics At least 111 ES with suspension rate no higher than 1.3% All MS with 71.1%	with 74.2% proficient in mathematics At least 120 ES with suspension rate no higher than 1.3% All MS with 75.9%	with 79.4% proficient in mathematics All ES with suspension rate no higher than 1.3% All MS with 80.8%
	White Hispanic SpEd LEP FARMS Rentary School Suspens All Students Asian American African American White Hispanic SpEd LEP FARMS HSA Reading—Percenta All Students Asian American African American	with 58.8% proficient in mathematics Ion Rate At least 88 ES with suspension rate no higher than 1.3% Ge At at Above for the control of th	121 124 122 121 119 77 111 45 94 90 42 86 55 roficient 38 38 38		with 63.9% proficient in mathematics At least 100 ES with suspension rate no higher than 1.3% All MS with 66.3% proficient in	126 128 124 125 122 122 110 58 98 87 49 94 58 38 38		with 69.1% proficient in mathematics At least 111 ES with suspension rate no higher than 1.3% All MS with 71.1% proficient in	with 74.2% proficient in mathematics At least 120 ES with suspension rate no higher than 1.3% All MS with 75.9% proficient in	with 79.4% proficient in mathematics All ES with suspension rate no higher than 1.3% All MS with 80.8% proficient in
	White Hispanic SpEd LEP FARMS Rentary School Suspens All Students Asian American African American White Hispanic SpEd LEP FARMS #SA Reading—Percenta All Students Asian American African American White	with 58.8% proficient in mathematics Ion Rate At least 88 ES with suspension rate no higher than 1.3% Ge At at Above F All MS with 61.5%	121 124 122 121 119 77 111 45 94 90 42 86 55 roficient 38 38 38 38		with 63.9% proficient in mathematics At least 100 ES with suspension rate no higher than 1.3% All MS with 66.3%	126 128 124 125 122 82 110 58 98 87 49 94 58 38 38 36		with 69.1% proficient in mathematics At least 111 ES with suspension rate no higher than 1.3% All MS with 71.1%	with 74.2% proficient in mathematics At least 120 ES with suspension rate no higher than 1.3% All MS with 75.9%	with 79.4% proficient in mathematics All ES with suspension rate no higher than 1.3% All MS with 80.8%
	White Hispanic SpEd LEP FARMS IENTER SCHOOL SUSPENS All Students Asian American African American White Hispanic SpEd LEP FARMS IENTER SHOP IN THE STAND IN THE ST	with 58.8% proficient in mathematics Ion Rate At least 88 ES with suspension rate no higher than 1.3% Ge At at Above for the control of th	121 124 122 121 119 77 111 45 94 90 42 86 55 roficient 38 38 38 38 38		with 63.9% proficient in mathematics At least 100 ES with suspension rate no higher than 1.3% All MS with 66.3% proficient in	126 128 124 125 122 82 110 58 98 87 49 94 58 38 38 36 38 37		with 69.1% proficient in mathematics At least 111 ES with suspension rate no higher than 1.3% All MS with 71.1% proficient in	with 74.2% proficient in mathematics At least 120 ES with suspension rate no higher than 1.3% All MS with 75.9% proficient in	with 79.4% proficient in mathematics All ES with suspension rate no higher than 1.3% All MS with 80.8% proficient in

	. 20	006		20 Z	07	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		-2010 District Tai	gets
Data Point	Target	Actual	Target Met	Target	Actual	Target Met	2008	2009	2010
MS MSA Mathematics Perc	entage At or Abo	ve Proficie	nt A					2 (2.12)	
All Students		38	1		38	/		All MS	
Asian American]	38	/	-	38	1			
African American	All MS	38	1	All MS	37		All MS with 57.1% proficient in		AllMS
White	with 42.9%	38	1	with 50.0%	38	1		with 64.3%	with 71.4%
Hispanic	proficient in	38	/	proficient in	38	1		proficient in	proficient in
SpEd	mathematics	29		mathematics	33		mathematics	mathematics	mathematics
LEP		36			35		ļ		
FARMS		38			35		<u> </u>		
Grade 8 Algebra-Percentag	e Completing	i et en e		8-2-4-5-F4			4.60 4.40 2.6	编选的表示	
All Students		10	<u> </u>	•	13]		
Asian American		32	/		31	1			
African American	At least 19 MS	0		At least 24	11	<u> </u>	At least 29 MS	At least 33 MS	All MS
White	with 54.6%	31	1	MS with 61%	29	/	with 67.3%	with 73.7%	with 80%
Hispanic	completing algebra	2	ļ	completing	1		completing	completing	completing
SpEd		0		algebra	0	ļ <u>.</u>	algebra	algebra	algebra
LEP		1	ļ		1	<u> </u>			
FARMS	Mark Mark Control	0			0				
Algebra Righ School Asse	ssment-Percent	1	g in Mic	ldle 5chool					
All Students	4	7	ļ <u> </u>	ł	6	├	4		
Asian American	4	26	 -		17	_	-	·	
African American	All MS	11	ļ	All MS	9	 	All MS		All MS
White	with 100% test	15	<u> </u>	with 100% test	15	Ļ	with 100% test		with 100% test
Hispanic	takers passing Algebra HSA	16	<u> </u>	takers passing Algebra HSA	13	-	takers passing Algebra HSA	takers passing Algebra HSA	takers passing Algebra HSA
SpEd	-	8		1	12	<u> </u>	1.90.2	riigesie (is/	/ (Igebia 13/
i ilep	1 1			4					
	┪	3	<u> </u>	1	4	-	4		
FARMS		12	C SWEETER		9				
FARMS Middle School Suspension	Rate established	12	 		9				
FARMS Middle School Suspension All Students	Rate	12 19	1		9 19				
FARMS Middle School Suspension All Students Asian American		12 19 33	 		9 19 33		-		
FARMS Middle School Suspension All Students Asian American African American	At least 19 MS with suspen-	12 19 33 4	1	At least 24 MS with suspen-	9 19 33 6	/	At least 29 MS	At least 33 MS	All MS with
FARMS Middle School Suspension All Students Asian American African American White	At least 19 MS with suspen- sion rate no	12 19 33 4 34	1	At least 24 MS with suspen- sion rate no	9 19 33 6 33		-		
FARMS Middle School Suspension All Students Asian American African American White Hispanic	At least 19 MS with suspen- sion rate no higher than	12 19 33 4	1	At least 24 MS with suspen- sion rate no higher than	9 19 33 6	/	At least 29 MS with suspension	At least 33 MS with suspension	All MS with suspension rate
FARMS Middle School Suspension All Students Asian American African American White Hispanic SpEd	At least 19 MS with suspen- sion rate no	12 19 33 4 34 15	1	At least 24 MS with suspen- sion rate no	9 19 33 6 33 16 6	/	At least 29 MS with suspension rate no higher	At least 33 MS with suspension rate no higher	All MS with suspension rate no higher than
FARMS Middle School Suspension All Students Asian American African American White Hispanic	At least 19 MS with suspen- sion rate no higher than	12 19 33 4 34 15 5	1	At least 24 MS with suspen- sion rate no higher than	9 19 33 6 33 16	/	At least 29 MS with suspension rate no higher	At least 33 MS with suspension rate no higher	All MS with suspension rate no higher than
FARMS Middle School Suspension All Students Asian American African American White Hispanic SpEd LEP	At least 19 MS with suspen- sion rate no higher than 7.4%	19 33 4 34 15 5	1	At least 24 MS with suspen- sion rate no higher than 7.2%	9 19 33 6 33 16 6 20	/	At least 29 MS with suspension rate no higher than 7.0%	At least 33 MS with suspension rate no higher than 6.7%	All MS with suspension rate no higher than 6.5%
FARMS Middle School Suspension All Students Asian American African American White Hispanic SpEd LEP FARMS	At least 19 MS with suspen- sion rate no higher than 7.4%	19 33 4 34 15 5	1	At least 24 MS with suspen- sion rate no higher than 7.2%	9 19 33 6 33 16 6 20	/	At least 29 MS with suspension rate no higher than 7.0%	At least 33 MS with suspension rate no higher than 6.7%	All MS with suspension rate no higher than 6.5%
FARMS Middle School Suspension All Students Asian American African American White Hispanic SpEd LEP FARMS Grade 2 Algebra Percentae	At least 19 MS with suspen- sion rate no higher than 7.4%	12 19 33 4 34 15 5	1	At least 24 MS with suspen- sion rate no higher than 7.2%	9 19 33 6 33 16 6 20 7	/	At least 29 MS with suspension rate no higher than 7.0%	At least 33 MS with suspension rate no higher than 6.7%	All MS with suspension rate no higher than 6.5%
FARMS Middle School Suspension All Students Asian American African American White Hispanic SpEd LEP FARMS Grape 2 Algebra Percental All Students	At least 19 MS with suspension rate no higher than 7.4%	12 19 33 4 34 15 5 19 5	<i>J J</i>	At least 24 MS with suspen- sion rate no higher than 7.2%	9 19 33 6 33 16 6 20 7	<i>J</i>	At least 29 MS with suspension rate no higher than 7.0%	At least 33 MS with suspension rate no higher than 6.7%	All MS with suspension rate no higher than 6.5%
FARMS Middle School Suspension All Students Asian American African American White Hispanic SpEd LEP FARMS Grape 2 Algebra Percental All Students Asian American	At least 19 MS with suspen- sion rate no higher than 7.4%	12 19 33 4 34 15 5 19 5	<i>J J</i>	At least 24 MS with suspen- sion rate no higher than 7.2%	9 19 33 6 33 16 6 20 7	<i>J</i>	At least 29 MS with suspension rate no higher than 7.0%	At least 33 MS with suspension rate no higher than 6.7%	All MS with suspension rate no higher than 6.5%
FARMS Middle School Suspension All Students Asian American African American White Hispanic SpEd LEP FARMS Grape 2 Algebra Percentae All Students Asian American African American	At least 19 MS with suspension rate no higher than 7.4% ECOMPLETING At least 12 HS with 81.4% completing	12 19 33 4 34 15 5 19 5	/ /	At least 24 MS with suspension rate no higher than 7.2% At least 16 HS with 86.1% completing	9 19 33 6 33 16 6 20 7	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	At least 29 MS with suspension rate no higher than 7.0% At least 19 HS with 90.7% completing	At least 33 MS with suspension rate no higher than 6.7% At least 22 HS with 95.4% completing	All MS with suspension rate no higher than 6.5% All HS with 100% completing
FARMS Middle School Suspension All Students Asian American African American White Hispanic SpEd LEP FARMS Grade 9:Algebra Percentae All Students Asian American African American White Hispanic SpEd Salan American White Hispanic SpEd	At least 19 MS with suspension rate no higher than 7.4% The completing At least 12 HS with 81.4%	12 19 33 4 34 15 5 19 5 22 1	/ /	At least 24 MS with suspension rate no higher than 7.2% At least 16 HS with 86.1%	9 19 33 6 33 16 6 20 7 6 18 1	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	At least 29 MS with suspension rate no higher than 7.0% At least 19 HS with 90.7%	At least 33 MS with suspension rate no higher than 6.7% At least 22 HS with 95.4%	All MS with suspension rate no higher than 6.5%
FARMS Middle School Suspension All Students Asian American African American White Hispanic SpEd LEP FARMS Grade 9 Algebra Percental All Students Asian American White Hispanic	At least 19 MS with suspension rate no higher than 7.4% ECOMPLETING At least 12 HS with 81.4% completing	12 19 33 4 34 15 5 19 5	/ /	At least 24 MS with suspension rate no higher than 7.2% At least 16 HS with 86.1% completing	9 19 33 6 33 16 6 20 7 6 18 1 18 3	<i>J</i>	At least 29 MS with suspension rate no higher than 7.0% At least 19 HS with 90.7% completing	At least 33 MS with suspension rate no higher than 6.7% At least 22 HS with 95.4% completing	All MS with suspension rate no higher than 6.5% All HS with 100% completing
FARMS Middle School Suspension All Students Asian American African American White Hispanic SpEd LEP FARMS Grade 9 Algebra Percental All Students Asian American White Hispanic SpEd LEP FARMS Grade 9 Algebra Percental All Students Asian American White Hispanic SpEd LEP FARMS	At least 19 MS with suspension rate no higher than 7.4% At least 12 HS with 81.4% completing algebra	12 19 33 4 34 15 5 19 5 22 1 20 3 0 1		At least 24 MS with suspension rate no higher than 7.2% At least 16 HS with 86.1% completing algebra	9 19 33 6 33 16 6 20 7 6 18 1 18 3 0 0		At least 29 MS with suspension rate no higher than 7.0% At least 19 HS with 90.7% completing algebra	At least 33 MS with suspension rate no higher than 6.7% At least 22 HS with 95.4% completing algebra	All MS with suspension rate no higher than 6.5% All HS with 100% completing algebra
FARMS Micidle School Suspension All Students Asian American African American White Hispanic SpEd LEP FARMS Grape 2 Algebra Percental All Students Asian American White Hispanic SpEd LEP FARMS Grape 2 Algebra Percental All Students Asian American White Hispanic SpEd LEP FARMS Gradel Secondary Percental	At least 19 MS with suspension rate no higher than 7.4% At least 12 HS with 81.4% completing algebra	12 19 33 4 34 15 5 19 5 22 1 20 3 0 1		At least 24 MS with suspension rate no higher than 7.2% At least 16 HS with 86.1% completing algebra	9 19 33 6 33 16 6 20 7 6 18 1 18 3 0 0		At least 29 MS with suspension rate no higher than 7.0% At least 19 HS with 90.7% completing algebra	At least 33 MS with suspension rate no higher than 6.7% At least 22 HS with 95.4% completing algebra	All MS with suspension rate no higher than 6.5% All HS with 100% completing algebra
FARMS Middle School Suspension All Students Asian American African American White Hispanic SpEd LEP FARMS Grade 9 Algebra Percental All Students Asian American White Hispanic SpEd LEP FARMS Grade 9 Algebra Percental All Students Asian American White Hispanic SpEd LEP FARMS	At least 19 MS with suspension rate no higher than 7.4% At least 12 HS with 81.4% completing algebra	12 19 33 4 34 15 5 19 5 22 1 20 3 0 1		At least 24 MS with suspension rate no higher than 7.2% At least 16 HS with 86.1% completing algebra	9 19 33 6 33 16 6 20 7 6 18 1 18 3 0 0		At least 29 MS with suspension rate no higher than 7.0% At least 19 HS with 90.7% completing algebra	At least 33 MS with suspension rate no higher than 6.7% At least 22 HS with 95.4% completing algebra	All MS with suspension rate no higher than 6.5% All HS with 100% completing algebra
FARMS Micidle School Suspension All Students Asian American African American White Hispanic SpEd LEP FARMS Grape 2 Algebra Percental All Students Asian American White Hispanic SpEd LEP FARMS Grape 2 Algebra Percental All Students Asian American White Hispanic SpEd LEP FARMS Gradel Secondary Percental	At least 19 MS with suspension rate no higher than 7.4% At least 12 HS with 81.4% completing algebra	12 19 33 4 34 15 5 19 5 19 22 1 20 3 0 1 1		At least 24 MS with suspension rate no higher than 7.2% At least 16 HS with 86.1% completing algebra	9 19 33 6 33 16 6 20 7 7 6 18 1 18 3 0 0		At least 29 MS with suspension rate no higher than 7.0% At least 19 HS with 90.7% completing algebra	At least 33 MS with suspension rate no higher than 6.7% At least 22 HS with 95.4% completing algebra	All MS with suspension rate no higher than 6.5% All HS with 100% completing algebra
FARMS Middle School Suspension All Students Asian American African American White Hispanic SpEd LEP FARMS Grace S Algebra Percental All Students Asian American African American White Hispanic SpEd LEP FARMS Grace S Algebra Percental All Students Asian American White Hispanic SpEd LEP FARMS Grace S Algebra Percental African American White Hispanic SpEd LEP FARMS Grace S Algebra Percental	At least 19 MS with suspension rate no higher than 7.4% At least 12 HS with 81.4% completing algebra	12 19 33 4 34 15 5 19 5 22 1 20 3 0 1 1 10 20 1		At least 24 MS with suspension rate no higher than 7.2% At least 16 HS with 86.1% completing algebra	9 19 33 6 33 16 6 20 7 6 18 1 18 3 0 0 0 0		At least 29 MS with suspension rate no higher than 7.0% At least 19 HS with 90.7% completing algebra	At least 33 MS with suspension rate no higher than 6.7% At least 22 HS with 95.4% completing algebra	All MS with suspension rate no higher than 6.5% All HS with 100% completing algebra
FARMS Middle School Suspension All Students Asian American African American White Hispanic SpEd LEP FARMS Grade 2 Algebra Rescenta All Students Asian American White Hispanic SpEd LEP FARMS Grade 1 Algebra Rescenta All Students Asian American White Hispanic SpEd LEP FARMS Gradal 1 Geometry Perce All Students Asian American White	At least 19 MS with suspension rate no higher than 7.4% The completing At least 12 HS with 81.4% completing algebra At least 12 HS with 81.4% with 81.4% completing	12 19 33 4 34 15 5 19 5 19 5 20 1 10 20 1 20		At least 24 MS with suspension rate no higher than 7.2% At least 16 HS with 86.1% completing algebra At least 16 HS with 82.4%	9 19 33 6 33 16 6 20 7 6 18 1 18 3 0 0 0 0		At least 29 MS with suspension rate no higher than 7.0% At least 19 HS with 90.7% completing algebra At least 19 HS with 88.3%	At least 33 MS with suspension rate no higher than 6.7% At least 22 HS with 95.4% completing algebra At least 22 HS with 94.1%	All MS with suspension rate no higher than 6.5% All HS with 100% Completing algebra All HS with 100%
FARMS Middle School Suspension All Students Asian American White Hispanic SpEd LEP FARMS Grade 9 Algebra Percental All Students Asian American White Hispanic SpEd LEP FARMS Grade 9 Algebra Percental All Students Asian American White Hispanic SpEd LEP FARMS Gradeio Seometry Perce All Students Asian American White Hispanic All Students Asian American	At least 19 MS with suspension rate no higher than 7.4% Le Completing At least 12 HS with 81.4% completing algebra At least 12 HS with 81.4% completing algebra At least 12 HS with 76.6% completing	12 19 33 4 34 15 5 19 5 22 1 20 3 0 1 1 20 20 1 20 2		At least 24 MS with suspension rate no higher than 7.2% At least 16 HS with 86.1% completing algebra At least 16 HS with 82.4% completing	9 19 33 6 33 16 6 20 7 6 18 1 18 3 0 0 0 0 16 16 18 1 18 1 18 18 18 18 18 18		At least 29 MS with suspension rate no higher than 7.0% At least 19 HS with 90.7% completing algebra At least 19 HS with 88.3% completing	At least 33 MS with suspension rate no higher than 6.7% At least 22 HS with 95.4% completing algebra At least 22 HS with 94.1% completing	All MS with suspension rate no higher than 6.5% All HS with 100% completing algebra All HS with 100% completing
FARMS Middle School Suspension All Students Asian American African American White Hispanic SpEd LEP FARMS Grade 9 Algebra Percental All Students Asian American White Hispanic SpEd LEP FARMS Grade 9 Algebra Percental All Students Asian American White Hispanic SpEd LEP FARMS Grade 10 Seometry Perce All Students Asian American White Hispanic SpEd LIEP FARMS Grade 10 Seometry Perce All Students Asian American White Hispanic SpEd	At least 19 MS with suspension rate no higher than 7.4% The completing At least 12 HS with 81.4% completing algebra At least 12 HS with 76.6%	12 19 33 4 34 15 5 19 5 22 1 20 3 0 1 1 20 20 1 20 2		At least 24 MS with suspension rate no higher than 7.2% At least 16 HS with 86.1% completing algebra At least 16 HS with 82.4%	9 19 33 6 33 16 6 20 7 6 18 1 18 3 0 0 0 16 16 1 18 1 0		At least 29 MS with suspension rate no higher than 7.0% At least 19 HS with 90.7% completing algebra At least 19 HS with 88.3%	At least 33 MS with suspension rate no higher than 6.7% At least 22 HS with 95.4% completing algebra At least 22 HS with 94.1%	All MS with suspension rate no higher than 6.5% All HS with 100% Completing algebra All HS with 100%
FARMS Middle School Suspension All Students Asian American African American White Hispanic SpEd LEP FARMS Grade 2 Algebra Percental All Students Asian American White Hispanic SpEd LEP FARMS Grade 1 Algebra Percental African American White Hispanic SpEd LEP FARMS Gradaio Seometry-Perce All Students Asian American White Hispanic Hispanic African American White Hispanic	At least 19 MS with suspension rate no higher than 7.4% Le Completing At least 12 HS with 81.4% completing algebra At least 12 HS with 81.4% completing algebra At least 12 HS with 76.6% completing	12 19 33 4 34 15 5 19 5 22 1 20 3 0 1 1 20 20 1 20 2		At least 24 MS with suspension rate no higher than 7.2% At least 16 HS with 86.1% completing algebra At least 16 HS with 82.4% completing	9 19 33 6 33 16 6 20 7 6 18 1 18 3 0 0 0 0 16 16 18 1 18 1 18 18 18 18 18 18		At least 29 MS with suspension rate no higher than 7.0% At least 19 HS with 90.7% completing algebra At least 19 HS with 88.3% completing	At least 33 MS with suspension rate no higher than 6.7% At least 22 HS with 95.4% completing algebra At least 22 HS with 94.1% completing	All MS with suspension rate no higher than 6.5% All HS with 100% completing algebra All HS with 100% completing

s de la		2006 V			30	007	N TO THE	2008-2010 District Targets			
	Data Point	STATE OF THE STATE	THE PERSON		1 (5/17)	Taranas La	TANK I ANY	2006	-20 IO DISTRICT IA	rgets:	
9 yes 10		🎎 Target 🦓 🗥	Actual	Target Met	** Target	Actual	Target Met	2008	2009	4 × 2010	
Hone	ors/AP Enrollment_At I	east One Cours	President and Company of the Company	April 199					Fried Add March	APICAL MARKET	
N. 100.24	All Students	**************************************	9	1972		11					
\vdash	Asian American		23	/		11	1		At least 22 HS with 73.4%	All HS	
\vdash	African American			-		24	-	At least 19 HS with 71.7%			
\vdash	White	At least 12 HS	1		At least 16 HS						
$\vdash \vdash \vdash$	Hispanic	with 68.4% enrolled in	23	/	with 70.1% enrolled in	25	/			with 75%	
$\vdash \vdash \vdash$		Honors/AP	5	 	Honors/AP	5		enrolled in Honors/AP	enrolled in Honors/AP	enrolled in Honors/AP	
$\vdash \vdash \vdash$	SpEd LEP		0	<u> </u>	1	1		11011013/711	11011013/A(11011013/AF	
\vdash			0	ļ		0					
	FARMS	Part of the Part o	1	्र संस्थानेक आसीत		1	permisse was in the		erial Vietorial (et 2014) out de errot de entre		
	e 9 PSAT Percentage Pr	nacibsand							inials (Line		
$\vdash \vdash \vdash$	All Students					11					
$\vdash \vdash \vdash$	Asian American					18	1				
$\vdash \vdash \vdash$	African American				At least 13 HS with 92.3%	8		At least 17 HS	At least 21 HS	All HS with	
├	White				GR9 students	19	/	with 93.2% of	with 94.1% of	95.0% of GR9	
$\overline{}$	Hispanic				taking the	8		GR9 students taking the PSAT	GR9 students	students taking	
	SpEd				PSAT	3	 _	wking tile roAl	taking the PSAT	the PSAT	
 	LEP					6					
- 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	FARMS		To lar made and construct on	. The decidence has been decided		3					
	e_10 PSAT_Percentage	articipating				TAX I					
	All Students					15					
igsquare	Asian American					23	1		At least 21 HS with 93.7% of		
<u> </u>	African American				At least 15 HS	7		At least 17 HS with 92.5% of GR10 students taking the PSAT		All HS with	
Ш	White				with 91.2% GR10 students	22	1			95.0% of GR10	
\sqcup	Hispanic				taking the	6			GR10 students	students taking the PSAT	
	SpEd				PSAT	4			taking the PSAT		
├	LEP					6					
_	FARMS					3	<u> </u>				
HSM	SA Reading Percentag	e At or Abave Pr	oficient	15-64	decided in	41.5		or electric de la company		1.611.111	
Ш	All Students		24	1		. 25	1				
Ш	Asian American		24	/		25	1				
	African American	All HS with	24	/	All HS	25	1	1			
	White	45.3%	24	1	with 52.2%	25	/	All HS with	All HS with	All HS with	
	Hispanic	proficient in	24	/	proficient in	25	1	59.0% proficient in reading	65.8% proficient in reading	72.6% proficient in reading	
<u> </u>	SpEd	reading	-21		reading	23		irredailig	urreading	inteading	
	LEP .		22			18					
	FARMS	,			-						
HS M			24	 		25	1				
	SA Mathematics Perce	ntage At or Abo				25					
		ntage At or Abo				25					
	SA Mathematics=Perce	ntage At or Abo	ve Profici	nte		25 24 (1) (1)	11.0 2				
	SA Wathematics-Perce All Students		ve Proficie 24	nt:		25 25	1				
	SA Mathematics-Perce All Students Asian American	ntage At on Abo All HS with 29.8%	v e Profici e 24 24	int /	All HS with 38.6%	25 25 25	J.	All H5 with	All HS with	All HS with	
	SA Mathematics-Perce All Students Asian American African American	All HS with 29.8% proficient in	24 24 24 24	nt _/ _/ _/	All HS with 38.6% proficient in	25 25 25 25 25	\(\sqrt{1} \)	All HS with 47.3% proficient	All HS with 56.0% proficient	All HS with 64.7% proficient	
	SA Mathematics-Perce All Students Asian American African American White	All HS with 29.8%	24 24 24 24 24 24	nt:	All HS with 38.6%	25 25 25 25 25 25	J J J	All H5 with	All HS with	All HS with 64.7% proficient	
	SA Mathematics-Perce All Students Asian American African American White Hispanic	All HS with 29.8% proficient in	24 24 24 24 24 24 24 23	nt /	All HS with 38.6% proficient in	25 25 25 25 25 25 25 25	J J J	All HS with 47.3% proficient	All HS with 56.0% proficient	All HS with 64.7% proficient	
	SA Mathematics-Perce All Students Asian American African American White Hispanic SpEd	All HS with 29.8% proficient in	24 24 24 24 24 24 24 23 24	nt:	All HS with 38.6% proficient in	25 25 25 25 25 25 25 25 225 23		All HS with 47.3% proficient	All HS with 56.0% proficient	All HS with 64.7% proficient	
	SA Mathematics-Perce All Students Asian American African American White Hispanic SpEd LEP	All HS with 29.8% proficient in mathematics	24 24 24 23 24 23 24 23 24		All HS with 38.6% proficient in mathematics	25 25 25 25 25 25 25 25 25 25 25 25 25 2		All H5 with 47.3% proficient in mathematics	All HS with 56.0% proficient in mathematics	All HS with 64.7% proficient in mathematics	
\$AVI	SA Mathematics-Perce All Students Asian American African American White Hispanic SpEd LEP FARMS	All HS with 29.8% proficient in mathematics	24 24 24 23 24 23 24 23 24		All HS with 38.6% proficient in mathematics	25 25 25 25 25 25 25 25 25 25 25 25 25		All H5 with 47.3% proficient in mathematics	All HS with 56.0% proficient	All HS with 64.7% proficient in mathematics	
SAVI	SA Mathematics Perce All Students Asian American African American White Hispanic SpEd LEP FARMS ACT Participation (Grad	All HS with 29.8% proficient in mathematics	24 24 24 24 24 23 24 23 24 23 24		All HS with 38.6% proficient in mathematics	25 25 25 25 25 25 25 23 25 25 25		All H5 with 47.3% proficient in mathematics	All HS with 56.0% proficient in mathematics	All HS with 64.7% proficient in mathematics	
\$At/	SA Mathematics-Perce All Students Asian American African American White Hispanic SpEd LEP FARMS ASI Participation (Grad All Students	All HS with 29.8% proficient in mathematics	24 24 24 24 24 23 24 23 24 23 24 23 24	nt / / / / / / / / / / / / / / / / / / /	All HS with 38.6% proficient in mathematics	25 25 25 25 25 25 23 25 25 25 25 25 25 22 25 25 22 25 25 25		All H5 with 47.3% proficient in mathematics	All HS with 56.0% proficient in mathematics	All HS with 64.7% proficient in mathematics	
SAVI	SA Nathematics-Perce All Students Asian American African American White Hispanic SpEd LEP FARMS AST-Participation (Grad All Students Asian American	All HS with 29.8% proficient in mathematics uating Seniors).	24 24 24 24 24 23 24 23 24 23 24 22 22	nt / / / / / / / / / / / / / / / / / / /	All HS with 38.6% proficient in mathematics	25 25 25 25 25 25 23 25 25 25 25 25 26 6		All H5 with 47.3% proficient in mathematics	All HS with 56.0% proficient in mathematics	All HS with 64.7% proficient in mathematics	
SAT/	SA Mathematics-Perce All Students Asian American African American White Hispanic SpEd LEP FARMS AGI Participation (Grad All Students Asian American African American White	All HS with 29.8% proficient in mathematics wating Seniors). At least 12 HS with 77.2%	24 24 24 24 24 23 24 23 24 23 24 23 24 23 24	int / / / / / / / / / / / / / / / / / / /	All HS with 38.6% proficient in mathematics At least 14 HS with 77.9%	25 25 25 25 25 25 25 23 25 25 25 25 26 26 27 27 28 28 29 29 29 29 29 29 29 29 29 29 29 29 29		All HS with 47.3% proficient in mathematics At least 19 HS with 78.6%	All HS with 56.0% proficient in mathematics At least 22 HS with 79.3%	All HS with 64.7% proficient in mathematics	
SAVI	SA Mathematics-Perce All Students Asian American African American White Hispanic SpEd LEP FARMS ASI-Participation (Grad All Students Asian American African American White Hispanic	All HS with 29.8% proficient in mathematics uating Seniors).	24 24 24 24 24 23 24 23 24 23 24 23 24 23 3 3	int / / / / / / / / / / / / / / / / / / /	All HS with 38.6% proficient in mathematics At least 14 HS	25 25 25 25 25 25 25 23 25 25 25 25 26 22 3		All HS with 47.3% proficient in mathematics At least 19 HS	All HS with 56.0% proficient in mathematics	All HS with 64.7% proficient in mathematics	
SAV	SA Mathematics-Perce All Students Asian American African American White Hispanic SpEd LEP FARMS AGI Participation (Grad All Students Asian American African American White	All HS with 29.8% proficient in mathematics wating Seniors). At least 12 HS with 77.2%	24 24 24 24 24 23 24 23 24 23 24 23 24 23 24	int / / / / / / / / / / / / / / / / / / /	All HS with 38.6% proficient in mathematics At least 14 HS with 77.9%	25 25 25 25 25 25 25 23 25 25 25 25 26 26 27 27 28 28 29 29 29 29 29 29 29 29 29 29 29 29 29		All HS with 47.3% proficient in mathematics At least 19 HS with 78.6%	All HS with 56.0% proficient in mathematics At least 22 HS with 79.3%	All HS with 64.7% proficient in mathematics	

	20	006	The same	2	007	11777	2008	-2010 District Tai	metc
Data Point	WAS SERVED	Actual	Target		15.8 E	Target	ANEW HE	- 学程 (基础 多)(6)	STANDARDS
	Target :	Actual	.Met	Target	Actual	Met.	4 (2008) v	2009	िक् _र ू 2010 के कि
SAT Performance (Graduation	ig Seniors) 🐉		的是是						
All Students		7			8				
Asian American		11			11		At least 19 HS with mean SAT score of 1642 or	At least 22 HS with mean SAT	All HS with mean SAT score of 1650 or
African American	At least 12 HS	0		At least 14 HS	0				
White	with mean SAT	16		with mean SAT	17	1			
Hispanic	score of 1634	3		score of 1638 or higher	2			score of 1646 or	
SpEd	or higher	0			1		higher	higher	higher
LEP		0			0				
FARMS		0			0	[
AP/IB Exam Participation (G	raduating Senio	rs) Exit (destination is		The Str		STATE STATE	
Ail Students	,	6			10				
Asian American	İ	21	1		21				
African American	At least 12 HS	0		At least 14 HS	0		At least 19 HS	At least 22 HS	
White	with 56.1%	15	1	with 59.6%	18		with 63.0%	with 66.5%	All HS with
Hispanic	taking an	4		taking an	6	6 taking an	taking an	taking an AP or IB exam	70.0% taking an AP or IB exam
SpEd	AP or IB exam	0		AP or IB exam	0		AP or IB exam		Ar OI IB exalti
LEP		1			2				
FARMS		1		<u> </u>	3				
AP/IB Exam Performance (G	raduating Senio	rs) (JE)						E 14 H	
All Students		9			7				
Asian American	At least 12 HS	18	1	At least 14 HS	13		At least 19 HS with 56.6% receiving 3 or higher on AP exam or 4 or higher on 18 exam	At least 22 HS	
African American	with 42.2%	0		with 52.4%	0			with 60.8%	All 25 HS with 65.0% receiving
White	receiving 3 or higher on AP	17	1	receiving 3 or	13			receiving 3 or	3 or higher on
Hispanic	exam or 4 or	7		higher on AP exam or 4 or	4			higher on AP exam or 4 or	AP exam or 4
SpEd	higher on IB	1		higher on IB	0] "		higher on IB	or higher on IB
LEP	exam	11		exam	1			exam	exam
' FARMS		1			1		1		
Graduation Rate : # # # #				OR HOLD					1773 B 4 1 W 127
All Students		13	1		11				
Asian American		22	/		20	1	1		
African American	At least 13 HS	8		At least 14 HS	6]		
White	with 92.4%	20	1	with 93.3%	15	1	At least 19 HS	At least 22 HS	All HS with
Hispanic	graduation	4		graduation	6		with 94.2% graduation rate	with 95.1% graduation rate	96.0% gradua- tion rate
SpEd	rate	8		rate	9]		
LEP	ļ ·	18	/		17	1	1		
FARMS		12			5			<u> </u>	<u> </u>
High School Suspension Ra	e i v	I			1		ifostation is		
All Students	4	10	<u> </u>	ļ	12	<u> </u>	1		
Asian American	 	23	. /	<u> </u>	24	1	1]]
African American	At least 12 HS with suspen-	0		At least 16 HS	2		At least 19 HS	At least 22 HS	. All HS with
White	sion rate no	23	/	with suspen- sion rate no	20	<u> </u>	with suspension	with suspension	suspension rate
Hispanic	· higher than	7		higher than	11	<u> </u>	rate no higher	rate no higher	no higher than
SpEd	6.5%	11	L	6.5%	2	<u> </u>	than 6.5%	than 6.5%	. 6.5%
LEP		9		1	11	ļ]	· .	1
FARMS		0		<u> </u>	_ 0		1		